TEACHERS AND TEACHING



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TEACHERS AND TEACHING

BY

TEN THOUSAND HIGH-SCHOOL SENIORS

COLLECTED, COMPILED, AND ANALYZED

BY

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DEDICATED
TO
"TEACHER A"

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CHAPTER I

INTRODUCING TEN THOUSAND HIGH-SCHOOL SENIORS

O wad some Power the giftie gie us
To see oursels as ithers see us!

ROBERT BURNS.

FOR more than a decade now we have been paying considerable heed to the interests—the likes and dislikes—of the students in our schools with regard to the subject matter taught, its organization, and its placement. We have recognized and to a degree accepted the potency of the doctrine of interest as a dominant factor in learning. Textbooks and teaching materials are now being developed experimentally at great cost in time, labor, and money with a view to creating, stimulating, and holding the student's interest. Courses of study and curricula are likewise constructed, tried out, and revised in recognition of the interest factor in learning. Thus we are seeking to fit the school to the pupil's interest—his likes and dislikes.

Commendable as this effort may be, there is one element, and by all odds the most important element, in the learning situation that has not been subjected to the tests of interest and approval of the learner, namely, the teacher and teaching.

In our adult wisdom we have set up teacher-training programs, certificated those who were to teach, selected teachers, placed them, and promoted or dismissed them, paying little, if any, heed to the interest and approval—the

likes and dislikes—of the students. May it not be true that our efforts to embody the doctrine of interest in our learning situation may count for naught if the teachers and the teaching do not appeal to the interest of the pupil, do not meet with his approval—do not take into account his likes and dislikes? Evidence of any comprehensive effort to discover the likes and dislikes of the student with reference to his teachers is conspicuously absent in our professional literature. It is true that here and there a magazine article has appeared reporting an isolated interest in this issue, but the challenge of these articles does not appear to have stimulated wide recognition of the problem.

The purpose of this volume is to afford ten thousand high-school seniors an opportunity to speak for themselves on the problem of teachers and teaching; to give them a chance to tell us frankly how successful they think we have been in our efforts at training, selecting, and supervising teachers; and to tell teachers in general what students like and dislike in teachers—what makes for success or failure in teaching as seen by pupils and what it is that constitutes effective teaching.

This opportunity for high-school seniors to speak their minds was provided by the circulation of a survey blank to all seniors in sixty-six high schools in widely distributed sections of the country. Large and small city and rural schools were included, and all seniors in attendance on the day the blanks were distributed are represented. Through the coöperation of the high-school principals, senior assemblies were called and the blanks were distributed, filled out on the spot, and collected in accordance with the printed directions on the blank. The situation, including the form on which the responses were given, the method of collection, and subsequent mailing, was such as to insure the student against identification or betrayal of confidence. He was thus in a posi-

tion to speak freely and frankly. The proof of his frankness is abundantly demonstrated in his responses. The appeal made to the students and the directions given them are reproduced below.

TO SENIORS IN REPRESENTATIVE HIGH SCHOOLS THROUGHOUT THE UNITED STATES

(*Do not sign your name.*)

Through the information you are asked to give, it is hoped that teaching in high schools may be made better. That would be a fitting memorial for your senior class to contribute to succeeding classes. To that end will you, therefore, carefully think through the issues raised below and record the results of your four years of experience frankly and accurately? You are not asked to sign your name, and these blanks will be collected by one of your classmates, sealed in your presence, and placed in the mail by the one collecting them. Your confidence will be respected.

(1) Considering all of the teachers you have had in high school, think of the one *you have liked best* and, without mentioning the teacher's name, write down in the space below as accurately as you can your *reasons for liking this teacher best.* Call this teacher "Teacher A." Note that this is to be the teacher you *liked best,* not necessarily the *best teacher.*

.....

.....

.....

.....

(2) Now think of the one *you have liked least of all,* and write down as accurately as you can your reasons for *not liking* this teacher. Call this teacher "Teacher Z."

.....

.....

.....

.....

(3) Was the teacher *you liked best* also the *best teacher,* that is, the one who taught you most effectively? Was "Teacher Z" the *best teacher?*

(4) If neither "Teacher A" nor "Teacher Z" was the *best teacher* you have had, write down as clearly as you can just how your *best teacher differed from "Teacher A."* Call this teacher "Teacher H."

"Teacher H" differed from "Teacher A" in the following ways:

.....

.....

.....

.....

(5) Counting *all* the teachers you are *now* having work with:

(*a*) How many are *more like* "Teacher A" than "Teacher Z"?.....

(*b*) How many are *more like* "Teacher Z" than "Teacher A"?.....

Total.....

(This total should equal all the teachers you now have.)

The task of tabulating and summarizing the returns would have been much simplified by the use of check lists of characteristics, but the check-list method would have restricted the student's thinking, prevented originality of expression, and destroyed his interest. The thing that was wanted, unhampered by form or suggestion, was the first reasons that sprang spontaneously to mind for liking "Teacher A" best of all and for liking "Teacher Z" least of all and the differences between "Teacher H" and "Teacher A" where a "Teacher H" was described. The appeal and consequent success of the blank used are attested by the character of the responses. These high-school senior boys and girls were in dead earnest. Apparently the filling out of this blank was not accepted as a commonplace task of answering just another questionnaire. It was an opportunity—an opportunity to express, in confidence and with a hope of service, something that their experience, bitter or sweet, had taught them—something that had been throbbing within them for a long time. Their writing was spontaneous, but their thinking was not.

The seriousness of these seniors is further attested by the fact that, of the thousands of responses read, only one—one

in ten thousand—bore evidence of "horseplay" or the attitude of the "smart aleck." Furthermore, students who were absent on the days the blanks were filled out appealed to the principals on their return for the privilege of securing blanks that they might not be denied the opportunity afforded their fellow-students.

Of what value are students' opinions of teachers and teaching? Should their likes and dislikes be taken into account seriously in the training, selection, and retention of teachers? Should teachers themselves seek to know what qualities and characteristics cause students to place them in the "A", "Z", or "H" classification? Some light may be thrown on the answers to these questions by a consideration of the answers to certain other questions, namely:

1. Are high-school seniors in a position to render a valuable judgment?

2. Are they mature enough to think straight, to weigh values, and to arrive at a reliable and significant conclusion?

3. Will the standards against which they judge these teachers now be the same as or lower or higher than the standards they would choose to apply a few years hence?

To the first of these questions, the answer is clear. They are in a better position than anyone else. They are with us day in and day out, for weeks, months, and years on end. They see, hear, and know us at our best, at our worst, on good days and on bad days, in high spirit and low. Furthermore, they have had experience with many teachers of many different ways of teaching; thus they have standards of comparison. They are in a position to judge.

The answer to the two other questions will have to be drawn from the reading of the responses and a consideration of the tabulation of the reasons given by the students for liking certain teachers and disliking others.

In addition to seeking the answers to these questions, the

reader, whether he be an administrator, a teacher, a parent, or a layman, will be interested in seeing whether or not the modern high-school youth has ideas, what kind, if any, and whether or not they can express them. In a very significant way this is a measure of the success of the public schools. The answers to these questions must also be drawn from the students' own statements.

As stated at the outset, it is the purpose of this volume to let the students speak for themselves. The material is therefore organized and presented to serve that purpose. In Chapter II, 500 seniors state their reasons for liking best the teachers they chose as "Teacher A." The statements chosen for printing are representative of the total number. In selecting, an effort was made to include all points of view and types of response. A purely random sampling would not differ noticeably from the replies printed. Except for an occasional correction of the crudest errors in grammar and mechanics of writing, the statements are reproduced exactly as written by the students.

The tabular summary of the qualities and characteristics of "Teacher A" is reported and discussed in Chapter III. In a similar manner, "Teacher Z" is considered in Chapters IV and V and "Teacher H" in Chapters VI and VII. Up to this point the students tell their own story. In Chapter VIII the compiler seeks to draw together the more pertinent conclusions and to discuss their possible application to the end that teaching may be improved and that both teachers and pupils may find their school experiences happier and at the same time more beneficial.

The sincere, frank, and fearless statements of these young people should be of interest and concern to all who are in any way engaged in teacher training, to all who are responsible for the selection, placement, and retention of teachers, to supervisors, and finally, above all, to classroom teachers.

CHAPTER II

"TEACHER A"—BEST LIKED TEACHER

WHAT standards does this rising generation of young Americans set for us, its teachers? Are they high standards or low, serious or frivolous, sound or shallow, as viewed in the light of greater maturity and experienced judgment? If they like us best, if we are "A" teachers, what is it about us or about our teaching that causes them to like us best? Is it educationally desirable that we should be liked to such a degree by our students? Is it best for them that we should teach in ways that cause them to choose us as their "Teacher A"? These are vital questions that go to the very bottom of our success as teachers, our happiness, and the happiness and success of our students. The answers to these questions may best be gleaned from the spontaneous, frank, unguarded statements of our students themselves. In order to insure confidence in the representativeness of the responses reported, 500 are reproduced. It would not be true to say these were chosen at random. They were not. They include a larger proportion of the stronger statements, but they cover the full range. The tabulation reported in Chapter III of 3725 student statements was made, however, from an absolutely random sampling.

The statements reproduced in this chapter are in response to the first question, namely:

(1) Considering all of the teachers you have had in high school, think of the one *you have liked best* and, without

mentioning the teacher's name, write down in the space below as accurately as you can your *reasons for liking this teacher best.* Call this teacher "Teacher A." Note that this is to be the teacher you *liked best,* not necessarily the *best teacher.*

1. Teacher A was one in whom a boy or girl could have perfect confidence. She was quick to see one's point of view and would not ridicule or embarrass one in any way, if at all avoidable. She was always prompt; in fact, she was a perfect example of what she expected of the students. She was not too serious to see any funny thing at which the students might laugh, but would not allow the class to laugh at one person's error if it would harm the student. She was friendly and cordial with everyone who would permit it. I think every student respected her.

2. Teacher A was not the best teacher I have had. However, I was anxious to work hard and make good grades because I knew she was backing me and hoping that I would win. It was her confidence of my success that inspired me to work for new records. She seemed to be interested in me. I do not know if the others felt about her as I did, but I know I would have done anything for her. I think the feeling that your teacher is your friend, ready and anxious to help, is the feeling that inspires one to do his best.

3. Teacher A is an elderly lady with gray hair, large figure, and a very stern expression on her face. That expression, however, isn't a mirror of her nature as she is very sweet and, as long as the student is at all fair in the things he does and doesn't try to disturb the class, she is his friend. However, she is not such a mild, sweet-tempered thing that students can "run over" her and do as they please. She has a temper! and what a temper that is. If she thinks some one

else is wrong, she will do her mightiest to show that he is, if she has to tear up the whole school. This part of her character makes her very interesting as well as likable.

4. Mrs. A is a fine teacher for many reasons. She is good-natured enough to be likable but hard-boiled enough to protect her own rights and the rights of the class. She has no pets. She is not sarcastic. In the class of Mrs. A, the grades that one obtained one worked for. If a student does not work, he flunks. She is a likable teacher, energetic enough to keep the class pepped up and wanting to study.

5. I have liked Teacher A best because she can control the class. She has a way with her that warrants attention and very seldom does she have to demand respect or attention from any of her students. She has a kindly way about her, not the usual cross face or frown. Always has a smile and speaks and explains things more than once, if you are too dumb to get it the first time. All her lessons are made out so the students are not behind when a department test comes.

6. Teacher A is a teacher who is very thorough in her work, but is not so thorough that she is slow and makes the class dull or dry. She also is not all work. She brings in good clean fun once in a while; she is also willing and glad to help a student but has no "pets"—treats everyone the same. She explains her work very clearly.

7. Of all my teachers, I liked Miss A best because she gave clear explanations of the work assigned, leaving no question in my mind as to the work to be done and how it was to be done. This teacher was interested in the subject she was teaching and made her pupils interested in it, too.

8. Teacher A is the teacher I liked the best because he was strict about silence in the room while studying. He could see the student's point of view as well as his own. He

could make the subject on which he was speaking very interesting and could also be jolly on occasions. Outside of the classroom, he seemed more like a student than a teacher. He would mix with the students.

9. The teacher I liked best was not moody. If she didn't feel well, she didn't make her students suffer with her. She was friendly, treated us as students of our class, not as babies nor as mature persons. She was courteous and expected us to be the same. She made our work interesting and did her best to develop personalities instead of trying to cram studies down our throats.

10. I think I liked this teacher best because of my great respect for her. From the very first she let us know that she was our guide and instructor—not in words, but in actions. I don't mean that she acted superior or unapproachable exactly, but she had that certain quiet air about her that showed plainly that she expected obedience. Never have I seen that teacher lose her temper or be out of patience with anyone. I felt as though she were my friend and I could talk to her as I would a close friend and pal, and yet this never permitted undue familiarity.

11. Teacher A rates highest in my estimation of a teacher because she didn't have to be cross or loud in order to make students behave. Her character, which was sweet yet firm and just, just naturally impressed the students, and because of the interesting way in which she presented class material, the students actually were usually too busy or interested to want to cause disturbance. Somehow, under her, studies become important and interesting and one realizes the value of learning. She was very patient.

12. I have found her very interesting in class, and she certainly explains and points out the things in a way that each student could understand. I surely did learn my sub-

ject, also knew what it was all about. Not only being a good teacher, but is very understanding in the way of a student's problems and tries to help us if we fall down or have made a mistake instead of severely punishing us. She makes you feel so ashamed that you try harder and I certainly owe a lot to her.

13. She has a very good understanding of human nature, especially its weak places. She was not sarcastic, but always honest in her remarks but never vulgar or coarse. She never berated the ways of a slow or stupid pupil. She truly understood what she was teaching and seldom deviated from her subject. She had a good sense of humor.

14. Teacher A is a teacher who does not center her interest in herself and subject, but rather takes an informal class attitude and a quiet, sympathetic interest in all of her students. She is strict and allows no unrecognized talking, yet by tactful methods she brings out each student's unbiased opinions on all topics of the discussion. She shows a friendly yet not overfriendly attitude toward the student, his work, his plan, and his home.

15. I liked Teacher A best because she knew human nature better than any other teacher. She knew which students were timid and afraid to answer for fear they were wrong. If you were wrong, she merely explained where you were wrong and did not bawl you out for making an error. She was modern, but not too modern in her dress and ways.

16. I liked Teacher A best in that she was friendly and human; by that I mean she didn't act like a school teacher, show her authority, etc. She was always willing to help you in time of trouble and she showed the greatest concern to what might have seemed petty things to any other outsider. This may not be what a school teacher is for, but in my opinion one of this type is the most appreciated and well

liked by the majority of the students. I actually looked forward to her class and I considered myself disgraced if I went to class without my home work.

17. Teacher A was a teacher of biology. He was a teacher thoroughly trained in this subject. He was not partial, but friendly; took proper things into consideration. Teacher A was one who was especially helpful to a student when asked for advice. Although Teacher A was a man teacher and I am a boy, he gave you help in a manner that made you put forth effort to get it. He was a help and a friend in solving problems of life.

18. I liked Teacher A the best because he made his classes interesting. It was not the same thing daily, but things of interest were planned, interesting details and incidents, not merely facts. The students were not obliged to accept the opinion of the teacher as the only possible opinion. He made the pupil enthusiastic and interested in the subject.

19. An upright, square-shooting person, who treats you as well as you deserve and no better. She grades on the quality of your work and the spirit in which it is given. A friend to all pupils who wish to make a friend in her. Insisted on good work. Always ready to help a pupil.

20. I like Teacher A best because she acted as though she were human. She always had something cheerful to say. Although she kept order, you always felt free to speak your opinion and act natural. She was a teacher I could talk over things besides lessons. In fact, she was the type who became not only a teacher but a good friend.

21. 1. Teacher A had the most patience of all the teachers. 2. She laughed with her classes. 3. Whenever you saw her, she smiled a greeting. 4. She made you feel, even if you were her worst student, that you could do as much as

the others did. 5. On test days she made you feel calm and competent. 6. She made her subject interesting and easy. 7. Often if you did not get your lessons well, she made you feel ashamed in a nice way. 8. She inspired in one the intention of doing better work and enjoying it.

22. The teacher I liked the very best I found was not everybody's favorite. She went at the subject at hand directly, said what she had to say concisely. No flow of oratory was needed to explain the point. She was impartial, had no use for slackers, yet helped the poorest student if he was trying. She did not tell us what she thought about a particular thing, but let us have our own opinions. She treated us as individuals and not as a group.

23. Teacher A had the characteristics of a first-class teacher. He had the ability to mix with the students and still hold his dignity as a teacher. He also had the knack of taking the monotony from a classroom and still accomplished the highest required work. He never let students run over him, yet he gave one the feeling of companionship. Most always in company with a student or students.

24. I like this particular teacher best because of her wonderful knowledge of the subject she was teaching and her way of not making her students feel so ignorant. Some delight in making you feel that way. She shows no partiality and considers herself no better than the pupils she is teaching. She never embarrasses you but corrects your error as smoothly and carefully as possible.

25. The teacher I like best teaches English and has traveled abroad in Europe. She has a very pleasing personality and a very expressive face, which she used to advantage. The reason I started liking her best was because I thought she was interested in me more than the rest of the class though I looked around and saw she was doing the

same thing to the rest of the class, but that didn't change my views because I knew then she was very intelligent. I had low grades before in English, and when I was changed to her I got higher grades.

26. I liked this teacher best because of her pleasant smile, which she happily bestowed upon the pupils. Her words were never harsh, but agreeable to the ear and firm. She meant what she said. She understood human beings and had regard for their feelings. She was an excellent teacher. She gave spiritual as well as material help.

27. Teacher A is the best teacher I have had, I think, because she understands children. Maybe it is because she is a member of a large family. I also liked her because she was always ready to help you in your study and she would always refer you to a book so you would learn the thing yourself. I liked her because she didn't stand for hardly any fooling around and because her classes were quiet so you could get all your work done correctly.

28. I like Teacher A best of all my high-school teachers because he was the most sociable and was always interested in my problems or seemed to be. Whatever the problem was I wanted advice on, I was always sure to get it, no matter how busy he was at the time. He would always give his honest opinion on the subject. He was a very good sport and was very interesting to listen to.

29. The teacher I have liked best is frank, explains fully, and if you do not understand will explain until you do. First he will question you and find your understanding and then explain your misunderstandings. I like an agreeable teacher, one that can joke along with you and so put things in a way that they are understood more easily.

30. I have liked Teacher A best because she took an interest in her class. She worked with them and we all worked

with her. She didn't fight the rest of the period because one student didn't have his work. But if we didn't do our home work it hurt her feelings as bad as it did our grade. She helped us outside of class, if needed. Brought in material to make the class interesting and didn't growl; that's what I hate about a teacher.

31. I liked Teacher A best because he tried to make the study as interesting as possible and seemed to be more human, more "a fine fellow," not a stiff and formal professor who is mocked behind his back. Teacher A was understanding and fair at all times. Had no "pets" and tried earnestly to treat all as one.

32. Teacher A puts herself with her pupils. She acted as if she were just learning. She was always the same person. She entered into our good times. Teacher A knew very well what she was talking about. She drilled students during the period on their home work and the last ten or fifteen minutes she allowed them to start on their home work to see if there was some problem that was difficult for them. She was always tidy.

33. Teacher A was liked by all our class. I liked her because she was so human and friendly. When she told us anything, she said it in a way that made you feel as though it was coming from a real friend who knew our own special needs better than we did ourselves. I learned more from her than I ever expect to again from anyone else. She seemed as though she was interested in you alone, when in reality she was interested in the class as a whole. I'll never forget her.

34. Teacher A's sympathetic understanding of a handicap of mine first led me to a growing affection for her. Too many teachers fail to put enough emphasis on that point of personal interest that makes "Mary" or "Johnny" feel that

"Teacher" is a bit interested in them and their success. The next point in Teacher A's favor was her ability to explain things clearly and concisely. Other striking assets that made up her personality were her equal fairness to all students, her neat, modest appearance, and a wonderful, practically unlimited vocabulary that made class recitations entertaining as well as instructive.

35. I liked Teacher A the best because she was a strict believer in proper conduct during classroom hours. She liked fun providing it was at the right time and place and that it was not harming anyone. She gave hard, long assignments and would not tolerate any foolishness whatsoever. She believed high school to be an institution to teach and prepare students for a better life after high-school days are past. She was patient, understanding, efficient, and in all respects a teacher that any good high school will appreciate.

36. Teacher A has a very pleasing personality and it is always a pleasure to sit in her class. I never in all my school years learned more than what I did in her room; because, first, she knew her subject frontwards and backwards; second, her tests were always at the point; third, she always had some planned way to grade papers, and no one was ever displeased; fourth, always fair with a girl or boy who was out of school because of illness, and they made up their work as all others did. If they missed a test, they were never given one the same as the class had; fifth, she never gave her four classes the same examination, so there was no chance of copying or learning the other student's examination paper.

37. The teacher I liked best was about thirty years old, a history teacher. She was extremely fair in her grading and allowed for class discussion. She knew her subject perfectly and was always willing to reason. She never said "yes" or "no" without a definite reason; therefore, she was never in

the hole, and we all admired her for this quality of fairness. She was a teacher with a personality, not looks, but cheerfulness. Her cheery "hello" always made her welcome.

38. I liked Teacher A best for her clear, concise explanations of the work. She was the best because of her accurate knowledge, her willingness to help all students who did not "catch on" and because her assignments were definite. You were told to do it and you did. She did not forget about it the next day and put it off. Teacher A gave long assignments but she would be sure to find time to clear it up if you didn't understand it.

39. I liked this teacher because she had the fine qualities of sympathy, kindness, a sense of humor, patience, and sweetness, without losing control of her class. We all respected and loved her; consequently we did our very best to please her without one single exception. I think I learned more from her, because I looked forward to going into her class, than any other teacher I had before or since.

40. I like Teacher A best because she seemed to take an interest in the students. She seemed to enjoy her work and made every one of the students enjoy being in her class. I learned a great deal from her not because she made me do it, but because I wanted her to know that I enjoyed doing it. Teacher A is young and dresses attractively, which I think adds to my liking her best. She has a personality not lacking any main essentials, and she has a lot of so-called "pep."

41. The teacher that I liked best in high school was a chemistry teacher. I liked her best because she made me enjoy a subject that actually held no interest for me. She was supposed to be "hard," but I never found her so. When you wanted to have something explained, she made you feel as though it were a pleasure for her to explain it to you. She was impartial in class. Outside of class, her interests

were whatever yours were. The outstanding thing about her was that she was fair and just.

42. I liked Teacher A because she was sincere and had the knack of making everyone learn whether he or she wanted to or not. She was helpful, but not too much so. She tried to draw the answer out from you and make you see how to do the problem. She wasn't a "crabby" teacher, yet she commanded obedience in her kind but firm way. I can say with conviction and honesty that I really learned and absorbed things from Teacher A.

43. Teacher A appealed to me most because she seemed to take such an interest in her students, and also because she was so fair and not quick to jump at conclusions. She showed no favoritisms and tried, I think, to her utmost to understand each individual. She was sweet and willing to answer your questions. She was firm without being cross in discipline of the class. And above all, she tried to make her teaching clear. This teacher has made many friends among the students.

44. I like Teacher A the best because he explains things to you, making it clear in your mind. He will bawl you out for making a mistake and tell you what would happen if you were working in a shop and made the same error. He makes you feel bad, but it is all for the good. Afterwards, he forgets all about it and acts the same to you as if nothing had happened.

45. I like Teacher A best because she was a "regular fellow." In her classes there always was a spirit of friendly coöperation. Her classes were very informal, yet she never had to use harsh discipline. She favored oral work a great deal, yet her written examinations were very severe. Her grading, by no means lenient, was very fair. She took a real interest in her students and had no decided favorites. One

other thing I liked about this teacher was that she wasn't sarcastic.

46. I liked Teacher A best because: 1. She was always friendly, in and out of class, treating her pupils as equals. 2. She knew her subject, was interested in it, and would make it interesting to others. 3. She was attractive and dressed nicely. 4. She would keep her class in order without making a fuss about it. 5. She had poise and personality and was not easily angered. 6. She graded fairly, but not easily.

47. The reason why I liked Teacher A best was because she understood her pupils. She sympathized with them and treated them as high-school students and not as children. She never lost her temper and I have never seen her angry. She had a wonderful knowledge of many subjects, not only the ones she was teaching. We could always ask her questions and she would always try to answer. If we had a good and logical reason for not having our home work, she would excuse us.

48. Mr. "A" was my favorite teacher because he has helped me in my work in school and out of school. He and I have had numerous personal talks together and he has given inside and outside information that will help me to form good sound judgments in later life.

49. Teacher A is my best teacher because he knows what he is talking about and explains things very accurately and clearly. He knows his job as a teacher and also teaches the things which would help you in the future for your success. He tried to make the class as pleasant as possible. He had good ways of teaching an individual if he really cared to work. If you were stuck at any time, he would come over to you and explain everything so that you would overcome being stuck the next time you came across the same thing.

50. Teacher A is a teacher of understanding. She understood all of my faults and tried to the best of her ability to help me all she could in my errors. She not only did this for me, but also the rest of the students in my class. She was very patient with me and the class and never showed a temper. She didn't favor any certain pupil in the class but treated them all with great sincerity. She is a teacher who will go far because she tries to make everyone understand what she is teaching.

51. My reason for liking Teacher A was because she treated a student as a human being. She did not needlessly call a student down for any trifling matter. She respected the rights of the students throughout, and by so doing the students respected the authority of the teacher. If some one asked a question, the teacher did not answer it in a tone of voice expressing disgust. Rather, she answered as if she wished to enlighten the student on the subject, not to reproach him for not knowing it. Teacher A was neither young nor what one might call beautiful, but through her actions she became charming and even the worst students learned more than ever before.

52. I like Teacher A best because she has been so understanding. Of all the teachers in our school, there is none whom I can confide in as with Teacher A. Her attitude is one which makes you want to study. Her advice has been most helpful through my high-school career. She was interested to see that you got more from her teaching than just the subject.

53. The reason I like Teacher A more than any of my other teachers is because she treats the students as if they were on equal standing with her. She makes the class work interesting because she has a wonderful sense of humor, and, although she isn't strict, she makes the work very easy to

understand. She rarely scolds anyone for leaving his work undone, but she sort of has something that makes one want to work instead of leaving it. Whether or not she likes a person, she is absolutely fair.

54. Teacher A made it her business to get acquainted with all of the students in her classes. She seemed to take a personal interest in each one. She was always cheerful and had a sense of humor, which in my mind is essential for a successful teacher. She made her subject interesting, so that it was a pleasure to be in her class. She wore different clothes, so that her appearance did not get monotonous. Some teachers wear the same dress all term.

55. I liked this teacher best because of the following reasons: First, he had a pleasing personality which endeared him to all; second, he was a "regular fellow"—by that I mean that he mingled with all the students—third, his spirit of leadership was fine; fourth, he knew his subject in all phases; and fifth, he was a friend to all. Whether rich or poor, black or white, this instructor paid just as much attention to one as to the other.

56. The reasons I liked this teacher best were: She was friendly and did not consider herself superior to the students; she never became cross or sarcastic; she considered the students' viewpoint of a situation—in other words she understood the students and could sympathize with them—she did not drive students to study but by making the subject as interesting as possible drew their attention to it.

57. She is modern and understands a high-school student's feelings because she is modern. She dresses as every girl would like to dress—well, but not expensively. She has a distinctive personality, and although she isn't good-looking, she is attractive for this reason. She doesn't bother too much about unimportant details, but she lets one know

what she expects one to do. She is rather strict about doing home work, and this makes one feel that he has to do it. However, one really doesn't mind, because he knows she will make the work interesting, if it isn't already.

58. Teacher A, though perhaps one of the youngest members of the faculty, is the most respected. During the term in which I was in her class (a class made up of boys and girls who were apt to be of a rowdy nature) not once did she raise her voice to call a student down. Her system of grading was exceptionally fair. She was very strict in her work and everything had to be in at a stated time. She made her course well worth while.

59. My Teacher A is personified in three teachers, all having the same qualities: a sense of humor, an understanding of our thoughts and ideals and actions, a desire to be a friendly adviser as well as a teacher, a sense of sportsmanship and fair play, a well-groomed appearance, a knowledge of when to be strict rather than to allow foolishness.

60. I liked Teacher A because she does her teaching in such a systematic way. Everything that she does has a definite plan and is always given in a manner that is very satisfactory. Another reason is that she has a very pleasing personality. She is always capable of handling the "toughest" pupil, and it seems that she always made them do more work than they were conscious of.

61. I liked Teacher A best because she explained the subject she taught right to the point. She started from the very bottom of things and worked up. There were days when we had subjects to talk on that the class itself took part in. This teacher had the time and patience for each student, and when one left her class he had the feeling of having learned something.

62. I like Teacher A best because he was so patient and

helpful. He was a very smart man and had much ability. He was broad-minded in everything. He was a very good teacher; always knew his lessons and didn't have to hold a book up in front of his face all of the time we were reciting. He was very lenient with his assignments and he always covered everything in the lesson, making sure you understood everything.

63. This teacher was "one of us." He wasn't afraid of stopping in the middle of a class discussion to discuss something of equal importance in current events or science. He was not on a plane above us, handing down knowledge he knew himself, but was on the same plane we were on and was discussing problems, discussing the lesson, and seeming to learn things with us and enjoy helping us learn. He didn't resent having pupils ask questions nor resent having to explain any problem. He was always willing to repeat it once more for the benefit of some slower pupil; also let it be said that I learned as much from him as from anyone else because I enjoyed being in the class.

64. She does not make me feel uncomfortable in her classes and at all times I feel free to express my own ideas and to ask questions. I also like very much the way she speaks to me in the corridors. No matter how big of a hurry she is in she always has time to speak. She seems more of a pal to me than a teacher. She is not easy in her grading. She has good order in her classes.

65. I liked Teacher A because of her frank and friendly manner with her students. She did not rate us as being inferior to her, but placed us on the same level as her own. By doing this she was able to keep perfect order during her classes, because we all felt our responsibilities as one of the group. She made friendships with her students outside of class, thus establishing greater understanding between her-

self and us. By her manner we enjoyed our classes and in the end really understood our subject better.

66. The teacher I liked best was a man teacher. He wasn't the kind that liked to show his authority over the students by making them "duck" every time he passed by, thinking that he would swing at them. He was easy to get along with. He wouldn't stand for any foolishness in his class after he had told the students to quiet down. He was a quiet but good-natured man. Under his supervision I learned his subject easier than any other subject I ever studied.

67. The foremost reason for liking Teacher A the best was because he was more of a comrade and a fellow-worker instead of a "dyed-in-the-wool" teacher. He saw the funny side of things which often take place unintentionally in the classroom. And instead of always sticking right to the subject of the lesson every minute of the class period, he would have discussions on topics of the day. Although the subject he taught was not the most interesting, he went about teaching it in such a way that made it appealing. He was always full of pep and humor, and from the moment I entered his class till the dismissal bell rang I enjoyed his frankness and straight-forwardness and personal friendship.

68. She teaches a subject I like very much and makes it exceptionally interesting. Every day there is something new. She is sweet and always the same. However, she has very fine order in the classroom. She does not have favorites but makes friends with everyone. She is doing what I want to do some day. She is different and always looks nice in the classroom. She knows how to take students who have a habit of making wise cracks in school. She can talk interestingly about everything.

69. I liked Teacher A best because everything he did for

or to his students was as fair to the students and himself as he could possibly make it. He was human and he could appreciate the position or predicament of a student. If he did not know about something, he did not presume to know it; in other words, he did not try to bluff the student into believing that he was a reliable source of information concerning everything.

70. The reason I like Teacher A best is because she seems to take such an interest in me; not only in me, but in everyone. She is very patient and always ready to explain even if she has done so many times before. She always makes me feel much at ease and I do not feel as though I have committed a sin by saying that I do not understand what we are having in class. She is not strict in class but does not allow noise and confusion. She does not expect the work of a college student, as some teachers do. She is very sympathetic and has what I would call human interest.

71. The teacher which I have liked best during my years of high school is one that is to be admired. She is one who understands and who sympathizes and yet who unwaveringly brings forth from you your best work. With her, one has the desire to learn, for she is interesting, she is modern, and she is progressive. She allows one to have their own opinion, for she does not consider hers the only right opinion.

72. Teacher A was always my favorite for the following reasons: Always gave clear, definite assignments; if difficult, would explain them slightly; was always fair in her decisions; always kept the class orderly and gave ample time for long assignments; was very jolly and would talk in a friendly manner out of class.

73. I have the deepest kind of respect and admiration for this woman. I believe she is the most fair teacher that

I have ever come in contact with. She treats all of the students absolutely the same, and she is never grouchy or mean. Whenever she corrects one of the students it is in the kindest way possible, and I know that she gets wonderful results. Also, she is always ready to help one and you never see her unless she has a smile on her face.

74. I liked this teacher because she shoots straight from the shoulder. This teacher is well liked by all students, and the whole town admires her speeches at certain times. I don't think there is one woman in the U. S. that knows any more than she does. She has had wonderful training and proves it by her everyday life.

75. I liked Miss A best because she taught us things so that we could understand them. When we had problems or difficulties which were too great for us, she was always willing to help us. She also made no distinction between members of her classes. All were treated alike. She made us work to get things accomplished. This created in us a respect for her, because it showed that she wanted us to get some place in the world above the average.

76. I liked Teacher A best because she never seems to get tired of teaching; is never on the "warpath" and she takes a great interest in her pupils. She always wears a smile and encourages rather than discourages her pupils. She not only is anxious that they should know only the subject which she teaches, but she also tells them what the better things in life are that will lead to success and happiness.

77. I liked Teacher A best because she always was fair in her marking, always did her best to help each and every student, never showed favoritism in the classroom and tried to make her subject interesting to all. She had a very pleasing personality, was not subject to spells of short temper or playfulness. She is one in whom you could confide and know

your confidence will be respected, one to whom you would go if you chance to need some one to help you.

78. Teacher A is my idea of an excellent teacher because of four reasons. 1. She means business but always has time for a little sport on the side. 2. She treats all students alike, giving each a fair chance. 3. She has an even temperament and is always friendly and congenial. 4. She trusts the students.

79. I liked this teacher best because he was a man of knowledge, a man who knew what he was saying when he talked. This teacher was for strict discipline, and the students who were in his class were disciplined in a very polite and inviting way, not rudely. I liked him also because he was able to sell himself to the students. He was not a boaster and he did not brag. He was not extravagant, he was conservative. He was and still is the possessor of a very good personality. He had no bad habits to my knowledge. He was the kind of a man who could deliver the message to Garcia as Rowan did in the Spanish-American War.

80. The reason that I liked Teacher A was because she was a good teacher and knew how to put an idea over to the class so that they would not forget it right away. She was friendly and was liked by everybody. She had a way of teaching that made the lessons easier even though she gave as much, if not more, class and home work than any other teacher. As long as you paid attention in class and did your daily work she would be friendly, but not many students failed to keep up their work. She was the only teacher I have ever had who made it a pleasure to study and whose class I enjoyed to come into each day.

81. I liked this teacher because: Teacher A was always smiling and made others smile; was neat looking; was not crabby; had a pleasant way of speaking; seemed to be in-

terested in everyone in the class; was very easily to become acquainted with; was full of pep; did not act as if she were better than the students; was proud of things accomplished by the class.

82. Under Teacher A I learned something worth while. This teacher required that our lessons must be prepared. This teacher demanded order and respect and was given this without difficulty. We had our fun with this teacher, but when time for work was there we worked. Interested and concerned about each pupil's grade.

83. Teacher A kept the attention of all her pupils and always spoke kindly and never seemed grouchy. She taught the subject in a very interesting way and often referred to some of her own experiences in explaining certain things. We all took part in class discussion as though in a family circle and put our minds upon only one subject, namely, that which she taught. In this way we sort of lived through the experiences and learned much about the things to be learned in the subject. Though at times one may have done wrong, Teacher A corrected this in a very quiet, peaceful way and let the matter go at that.

84. The teacher that I liked best was smart and not conceited about it. He was intensely interested in his subject, but not so much as to become narrow-minded. He is a good sport in everything and always takes an interest in what you do. He considers everyone's opinion. He is morally clean.

85. She is strict, but not too strict. You have to earn your grade before you get it. She makes it her practice to know her student; if they are fair and square with her, she will help them all she can. One of her classes is conducted more or less informally—if it is not too large. She does not expect one to know everything about that subject, but

she does expect one to try to learn. She has attained a wonderful personality and she is interested in her work and the students.

86. The teacher I liked best was always interesting, no matter what the subject was that was being discussed. I have had several subjects under Teacher A and have enjoyed them all. I considered the period in which I was in that particular class the best of the day. This teacher would illustrate the lesson with stories, songs, and by even acting parts out for the class, thus making it easier to understand the lesson. I have always found that something which was taught me in this manner would remain in my mind much longer and clearer than something which was drilled into my head or learned half-heartedly. This teacher was exacting but is friendly to everyone and knows when to be jolly and when not to be.

87. She is not satisfied unless she has made her point clear. She is fair in grading. She is impartial; has a good sense of humor; is not afraid to speak what she thinks, and she encourages the students' opinions. She knows her subject thoroughly. She does not laugh at your opinion unless it is meant to be funny. She is interesting and is a supporter of school affairs.

88. Teacher A has a very good personality. She has the ability to teach clearly and gives sufficient work to keep everyone busy. She is either liked very well or hated the same way. However, she has many more friends than any other teacher in school. She is very abrupt and final. She will not be made a goat, neither is she positive that she is always right and never wrong. Her discipline is very good, but she is not so strict that you can't enjoy her classes.

89. Teacher A was considerate and had a sense of humor. He was nice but he graded hard. He seemed to

have a personal interest in every pupil of all his classes. He was always willing to help, before, between periods or after school, anyone who needed help. He would readily give up his free period to explain if you didn't understand. His explanations were clear and to the point, and he always gave an example of it. Sometimes his examples were funny and sometimes not. Something about him made both girls and boys want to try hard. He seemed to have traveled a lot and knew something about every subject. He spoke about four languages although he was just out of college.

90. Teacher A was a pleasant young woman, with a radiant personality. She was always neat and well dressed and kept her classroom as sunny with her personality as a bright spring morning. She was pleasant-natured, knew how to handle students, and was more of a helpful pal to them than a cranky old teacher. She was broad-minded, patient, and comprehensive. She had an effective way of teaching by using an iron will power, carrying it out with a friendly smile.

91. I liked Teacher A because she has influenced me very much. I just look up to her as an example. At first I did not like her because she made me mind, and it seemed to me she was always finding fault with me. But I soon learned that she was doing this for my good. I could go and talk to her and tell her my problems. She was just some one you could depend upon to always help you out of difficulties. She never discouraged you.

92. I have liked this teacher the best because he understood children. He told the students in a manly way not to do things that were wrong; he did not say it in a rough way. He would not send a student to the office for every little thing that he did out of place, but he took care of it

himself. He has always had a smile on his face, and he knows more than any other teacher in the school.

93. I like Teacher A the best of any teacher in high school because she understood each student. She treated them individually. One student, because he could not learn so easily, wasn't scolded every time she met him in the hall; instead, she always spoke to every student, giving them her confidence. This teacher was teaching school to benefit the students of that community and not merely for the purpose of earning her monthly salary.

94. The high-school teacher I like best is a nice neat young lady. She is a pal to the girls as well as a teacher. She is always ready to give us advice when asked to do so; and if she isn't asked, she minds her own business. She is well informed as all teachers should be and can talk intelligently on all subjects. She does not try to extend her authority; and she does not make the students feel that school couldn't keep without her. She has an unexpiring store of patience, and students feel they ought to obey her, without making her scold. Dresses practical, has no pets.

95. The reason I liked Teacher A the best was because of his thorough understanding of a pupil. We pupils make mistakes many a time, and at times we are jeered at by the class and even the teacher. Because of this, many a time we do not answer a question, fearing it might be wrong. Teacher A was far from that and trained his class so that everyone spoke what he felt, very much at ease. If we were wrong, Teacher A would correct us in a most convincing and gentle manner. Perhaps I also liked Teacher A's smile and cheery "Good mornings," maybe a little more than his teaching.

96. The teacher I have liked best in my term of high school was Teacher A because she never came to class acting

as though she got off on the wrong side of the bed. She had no favorites. She treated everybody alike. She was neat and very pleasing to meet. Always willing to help you when you were in need or doubt. She had a very pleasing personality.

97. I like Teacher A best because he has a way of making one learn the lesson and still not feel that he is being forced to do it. He always has something to compare a fact with in the lesson, something funny in everyday life. This keeps the class laughing all the time and still keeps facts in their minds by the comparison. When you can't laugh once in a while, it is hard to keep your attention centered on the subject and your mind soon drifts into something else.

98. I liked Teacher A best because I learned more from her than any other teacher I've had in this high school. She gave us unexpected quizzes about three times a week and so we had to study our lessons daily whether we wanted to or not. She also graded fair when it came to give our cards out. When she noticed that one of her students was not studying as much as he should, she would send out a notice to his parents. Once she sent my parents a notice about me and, boy, you ought to see me study after that.

99. I have many reasons for liking a certain teacher best of all. She is friendly with everyone. She does not have pets but just gives you the grade which you really deserve. In class Teacher A explains everything fully and then asks if it is clear in everyone's mind. If it is not, she does not laugh at you but explains it again and again until it is clear. Walking down the hall, she smiles at all the pupils and does not stick her nose up as some teachers do. She does not push anyone who is in her way but says, "Pardon me, please," and of course that person steps aside. If you think

she has graded you wrong, you go up to her and she looks through your records again.

100. I liked Teacher A because he was absolutely fair. He did not favor any pupil for any reason whatsoever. He was very patient with those who were having a difficult time understanding the work and prodded those who were not accomplishing work according to their higher standard of ability.

101. Teacher A never considers himself better than his pupils. He has no pets but treats everyone in a courteous manner. He never talks catty or gives slams to pupils. Throughout his entire teaching, he has graded each pupil according to his or her ability and effort. He dresses neat and always has a cheering word for his many friends. He is interested in the lives and future of each individual pupil and asks questions concerning his or her family. He is constantly striving to have each pupil make something of himself.

102. The reason I liked Teacher A best was because he never made you do your work. However, we always did all of it. He always explained everything clearly and then let you work for the rest of the period. I believe I learned more on that subject than any other. The grades we received were always just what we had earned, no more and no less. He has a fine personality, always very easy to get along with. He is pleasant wherever you meet him.

103. Teacher A seemed to have the interest of the pupils at heart. He didn't appear to be teaching school just to get money. He wanted the students to get everything there was in the subject he taught. He didn't keep nagging for us to pay attention and be orderly all of the time, yet he has the most quiet class in our school. He is always willing to help you with some problem that you can't work either in class

or on the campus. He knew what he was teaching from beginning to end.

104. Teacher A was a man teacher. He was right to the point in class. He scolded when necessary and did it in a way that seemed original. He had the person think of the wrong and then consider if it was right, thus making the student feel the effect of the wrong more.

105. Teacher A in my opinion is the one of my liking. He assigns a great deal of home work and that is the keynote to the advantage of learning. Some teachers don't assign any home work. This leads to a tendency for the student to become more and more a drifter. Lots of home work and explanation make up, in my opinion, the best teacher. He is pleasant and helps his students when they are in a hole that is hard to get out of.

106. The reason I liked Teacher A the best was because he knew how to conduct a class very, very satisfactorily. He wasn't the kind that stood in front of the class knowing he was ruler and could do anything. He seemed to be merely one of us. He would talk to us for an indefinite length of time and still we liked it. He would never scold a student severely. In case one of us did do the wrong thing, he would go at it in such a way that we would never do it again. He was a teacher of mathematics. I learned more from him than I think I ever could learn from anyone else.

107. I like Teacher A because he does not hesitate to criticize my work for my own advantage. He expects a great deal of me, and when I know he does it helps me to produce better work. He is clever enough to know just when a compliment will help me. He has a sense of humor that he'll display at just the proper time. He seems to understand not only me, but almost all of his students. He is not only interested in his students learning something from him,

but is also interested in their athletic abilities and what they are to become after graduation from high school.

108. Some reasons that I like this teacher best are as follows: He gives you hard assignments but he takes all the time you need for explanation. Teacher A makes you feel that he is trying his best to make you feel that he is your friend as well as your teacher. He always has a smile ready for you as you enter the classroom. When he thinks of something such as a story that fits in with the lesson that you are studying, he will take time to tell you about it.

109. The teacher that I think is the best teacher I have ever had seemed to understand the students better than any other teacher. He took into consideration whether the student could readily grasp a point or whether he was slow to understand. He has helped the student with a slow mind by trying to make him understand some problem by a little additional help given by himself. He has graded fairly in his subjects and given you the grade you deserved. In grading he has taken into consideration your ability to study and your effort put forth in the subject.

110. I liked Teacher A because he always tried to help you in any way he could. He would make you do the work yourself, but he gave all the help he could in the way of suggestions and reference books. He always looked over every paper that was handed in. The paper would be handed back with the mistakes marked. Then on the side he would give books you could look into and find the mistakes.

111. Teacher A is interested in you, personally. Teacher A is not easy. He makes one work and demands a return from the time spent in class. His courses are not snap courses but are considered rather hard. Still, he grades reasonably, with discretion and fairly, so that, if one gets in his work and diligently pursues his subject, he will get a

good grade. Teacher A makes allowances for extracurricular activities such as debating, class offices, plays, etc. He knows his subject thoroughly. He places the students on their own initiative to quite an extent.

112. I like Teacher A best for the following reasons: (1) She has a definite plan of work. (2) She has thoroughly studied her subject and keeps in touch with the progress of the world, and (3) she is thoughtful and considerate, not harsh.

113. Teacher A, a woman, middle-aged, was very strict. She was very considerate and listened to good reasons, but allowed no one to pull anything over on her. She was very just in grading. I worked hard and got less than an average grade.

114. I like Teacher A the best because she had her work all planned so you could work smoothly and never have to rush one week. She gave the impression that we were working for the good of ourselves and not for her.

115. I liked Teacher A best because he gave you the impression that he was working with you and you with him—not making you work for him without any personal regard for you. He always gave you a fair chance and looked always for the best that was in you.

116. I like Teacher A because she is very considerate of personal feelings, is a pal to the students and makes them feel important by including everyone in everything she does. She is impartial and very likable. One fact that I like particularly well is that she never mentions the race question, and no matter what nationality the pupil may be he is never made to feel resentful or inferior in any way.

117. Teacher A seems to understand everything which I say or do. She is interested in every joy I have and seems to be glad with me. She is sorry when some misfortune has

occurred. She knows when to ask a question and when not to ask one. She wears her clothes well and is very clean. She is not "sour." She grades fairly and has no favorites. She seems to like everyone.

118. Although all teachers have good and bad traits, Teacher A had other qualities which I believe made her superior: for example, Teacher A was very understanding and would look on both sides of the fence in case of trouble, not being like other teachers who believe they are always right. Teacher A was very polite and respectable, which is more than can be said for most teachers.

119. Mrs. A was the teacher I liked best. Perhaps it was because she had children of her own and consequently did not try to suppress all of our instinctive desires toward a little pleasure or fun in our classes. She managed in some way to make her classes feel like one big family gathered together to learn interesting things, rather than a group of individuals gathered there to be crammed with uninteresting facts. In our general class work she allowed us to bring up interesting topics and discussed them along with our other work, which made our whole course more interesting.

120. The reasons I liked Teacher A best are: He had a good sense of humor. He did not grade too severely. Had a systematic method of teaching. He was strict about having class work up to date. He didn't allow gum chewing or overmuch conversation. He was willing to explain the parts of a lesson that one did not understand. He was not too sarcastic when a poor excuse was given. He never flunked anyone because he disliked them; but if they were not trying, the flunk was given. He had been in South America and gave the class rather rare treats of some of his experiences.

121. I liked Teacher A the best because she picked no

favorites, graded fairly, explained things clearly, and was always willing to help you with any problem which bothered you. Inside of class she was all business; outside of class she was a pleasant friend.

122. Teacher A knows her subject but does not try to impress on her students the ~~fact~~ that she does. Her one aim is to teach every one of her pupils things which will benefit him through life. If there is anything her pupils do not quite understand (whether it is an "A" student or a failing one), she gladly explains it. She never uses large words.

123. He taught us in an accurate way. He explained everything clearly. He reasoned things out with me and always did his best to help me. He had a bit of fun in him and this made the pupils like him. Although he made us go up to his room after school to learn his subject, we still liked him, because we knew our algebra after we got out of his room.

124. Teacher A is one of that rare species that has a sense of humor. He didn't, or should I say, doesn't mix it with class work. He can joke and can be the "goat" of a joke. Mr. A is a very strict teacher at certain times, but I admire him for it. He knows how to handle people, whether it be men or boys. He would do a favor and he would expect one. And, mostly, he could let bygones be bygones.

125. This teacher was friendly, honest, fair, and nearly always in a jovial mood. He was not strict, but through his influence and personality he received the respect and obedience of nearly all the pupils, even those whose nature was to be as disobedient as possible. Through his explanation of right and wrong, he was able to give an examination in a certain subject, leave the school for a half hour or so, and there would be no acting off of the pupils, nor would there

be as much cheating as other teachers had with the same pupils when watching them like a hawk.

126. Teacher A had personality. She was neat and always wore clothes with the best taste. She was very considerate and in every way tried to make that class a room of happiness and not one of gloom and hate. She made it her duty to know everyone and tried to help them if they were weak in their character. Not because you were the best student in her classes did she make you one of her friends, but because she wanted to be a friend to whom troubles could be told and you could be corrected if you were wrong.

127. Teacher A is the best teacher I have had during my high-school life. Teacher A is an elderly woman, very, very kind. She shows absolutely no partiality. She knows how to have order in class, although she is not too strict. She knows the subject she is teaching and everybody is interested in the subject. This teacher is everything I think a teacher should be. Jolly, kind, knows how to keep order, patient, shows no partiality. Willing to help you at any time.

128. Teacher A could get the point of view of a student, he could take a joke and tell one. "A" had a personality which was pleasing to everybody. He did not seem like a teacher, more like a human being. He could put his work across.

129. Teacher A was very kind. She was always ready to help the pupils. She explained our lessons to us so that we might understand them. She told us where our weak points were and how to overcome them. She explained why we got the grades we did. She did not expect too much work, either. She accepted our excuses, that is, if they were good ones. I think most all of the pupils liked her. Teacher

A did not have any pets or favorites. She treated us all the same.

130. I liked Teacher A best of all because she goes out of her way to teach the pupils. She has more patience than any teacher I have known. She takes holidays to come to school to teach a pupil a problem because she didn't have time at school. Quite often she stays till 5 o'clock after school. She is good-humored and never gets mad. She goes to pupils' houses and they go to hers, to learn their hardest problems. This teacher is active in school activities. She is also very liberal with grades and never grades unjustly.

131. The reasons for my liking Teacher A are many. First, she never fails to see the students' point of view. She understands youth. She isn't a "yesser." She stands up for her rights and the students' rights—and viewpoint—to the office. She tends to business during class. She has a sense of humor. She's tactful, coöperative, kind. She knows her business and can convey it to her students.

132. Not having any particular grudge against any teacher, it is difficult to name the best. I have had several "best" ones, for many have had like qualities. The one I am thinking of now was neither strict nor "easy." She played no favorites, knew when to work and when to play. I think perhaps the latter fact makes most of the weak teachers. She did not refrain from telling us our weak points. I believe she was the first teacher who made me really want to study.

133. I like this teacher best because she is understanding. In that I mean I can go to her with my troubles and she will listen no matter how busy she is or what she is doing. She is jolly, full of fun at the right time. She is absolutely fair in everything; has no particular students as her best

friends. I mean by that, there are no teachers' pets. In our work she explained everything so well and showed personal interest in each of us. I always understood my work.

134. This teacher is an all-around good teacher. She teaches with science and is cheerful. She makes friends with all her students, and the students are always behind her in everything she does. When a student is downhearted and behind in work, she puts in hours of her time to help him.

135. The teacher I liked best in high school was a man. He took a personal interest in everyone in his class. Strange as it seems, although he taught one of the hardest high-school subjects, everyone liked him and before the end of the year everyone knew his subject.

136. I liked Teacher A best because she was always cheerful, and although at times she seemed a trifle stern, she always got results. This teacher always has time to have a friendly chat with you. She also talks to you as your equal and is never too busy to give you any help you need.

137. The reason I like Teacher A is because she is very considerate of her pupils. She seems to be like a mother. She will sit down and talk to you about different things, but the way she talks to you, you will just listen and learn twice as much.

138. Teacher A is very understanding. "A" sees your point of view as well as his and "A" sees it through your own eyes. If anything came up in your school life that you needed to confide in some one, you could go to this person with it. He is not only interested in what he is teaching but in other subjects. You feel as though he is your real friend and will stand by you.

139. Teacher A, a man teacher, taught his subject in a way which made the students like it. He came into the classroom always amiable, always ready to aid the unknow-

ing, and still realizing the handicaps one may be under. He made it understood that you have your work always on time but allowed one the benefit of consideration when they were unable to do so. He would listen to the students when they had some problem in their mind, whether it was mathematical or otherwise. He never made himself superior by making us feel that he was our teacher. He was our confidant in all ways and always. I might add that he is a married man.

140. I had Teacher A in the ninth grade. She was a regular pal to all the students in her classes. When it was time for work it was work; when it was time for a good time she was right there to have a good time with you. She wanted you to go forward. If you were behind in her class or couldn't grasp the thing which she was teaching you, she would help you all she could in her spare moments. She had no favorites. She treated everyone the same. Everyone liked her because of this.

141. "A" was entirely human, her humor even exceeded her wit, and one felt when in her presence that she valued wisdom above knowledge. "Cramming dulls the intellect and benumbs the senses," she was known to say. Her personality and understanding brought out hidden wells of thought in the individual and inspired him to independent reasoning. She could appreciate that a wealth of learning and usefulness lay in subjects, not in the curriculum. Study had not made of her an uninteresting automaton-reciter of facts. She was witty and contemplative—understanding and human—but she took up nursing. Hadn't you heard?

142. The teacher I liked best was about 30. She had every girl's love, and most of the high-school boys liked her. She was glad to have the girls love good clean fun. She

also joined in the fun. She was interested in every girl in her classes. She taught us to play clean; that is, she taught us sportsmanship. If we lost a game, she encouraged us to consider the fine points of the other team and encouraged us to beat them next time. If we razzed the other side, she talked to us in a way that made us consider things. She is one teacher that has the love of every teacher, principal and child in school. I had the teacher one blessful year, my freshman year of high school.

143. I liked Teacher A the best because he was never interested in what grades you were getting but just wanted to be sure you were learning something about the subject and liking it. He had no "pets" but was a good friend of all his pupils. He was a sort of pal to all of us and yet he had a way of making us do our duties. Even if he didn't know your name, he had a word for you and never forgot you. Some teachers don't even say hello to you after you are out of their class.

144. My Teacher A was never too busy when you came to her with your problems. She was always sympathetic and willing to help. She seemed to know just what you wanted without a great deal of explanation. You never had to think over what you wanted to say to her before going to her because, when you got there, everything seemed to say itself. Teacher A was always neat-appearing, too. Some teachers have a friendly air about them and this one did. She seemed to be a second mother with that companionship feeling.

145. Teacher A I liked best because she was human! That is a rare compliment. She was willing to acknowledge her mistakes, if she made any. She worked with us instead of "at" us. She didn't act as though she knew so much more than we students did. She never grew impatient if some-

thing was asked to be explained over and over. She was accurate and firm and was always kind and lovely—smilingly so. She knew her subject to a *Q*—and taught it effectively.

146. The teacher I liked best was always kind, thoughtful, courteous, and had a very pleasant personality. She never raised her voice toward us and she was always willing to help the ones who needed assistance. She never resorted to sarcasm to gain her point, and she respected her class and considered them human beings instead of some wild animals. Because she was this sort of person, the students always arrived in class with their work.

147. I liked this teacher best of all because he really taught me something; that is what I am coming to school for anyway—to learn. I may not have gotten a good grade, but I learned a lot. He was kind of cross and very strict, but just the same I liked him best of all.

148. In my high-school life there has always been one teacher to whom I could go to with any problem and she would always help me work it out (not work it out for me). I could confide in her and know that she was really interested—she showed it, not just in her face. Yet, when I deserved it, rebukes were forthcoming. Now, when I am planning for my next step, college, she is helping me. It is hardly fair to call her a teacher—she is a sister, mother and teacher, all rolled up in one.

149. Since I have entered the high school I have been thinking as the best teacher the teacher who has the lesson assignments ready for each day and does not forget to give the assignments for the preceding. Not only the assignments given each day, but also the explanation of that lesson —giving one or two examples. It will not only be convenient to the pupils, but also to the teacher, because the time will

not be wasted. The students will have to study in order to keep up with the class as a whole.

150. The teacher I liked best was a teacher who had no exalted opinion of himself. He maintained a good discipline without riding the students. He had no pets, favorites or exceptions. He did not place himself on a pedestal and lecture to the students like a saint peeking out through a crack in the pearly gates. He knew his subject well and taught it well. He held the respect of all who encountered him, in school or out.

151. Impartial, encouraging, cheerful, always ready to help you out of lesson difficulties, not by telling you an answer, but by asking you constructive questions and explaining. Pleasant personality, a real person—not just some one to "rule over" a class.

152. I liked this man teacher because he was human. He was of a young nature and very amusing and interesting. He wasn't afraid to act silly if he felt like it. I think most teachers are cowed down and for no good reason. His course was interesting and I can truly say there wasn't one day I dreaded the class, and that's "somethin."

153. I liked Teacher A best, first, because she made an effort to get acquainted with each student and showed personal interest in them. She made you feel like an individual and not just one of a class. I liked her method of teaching, which was square and fair, all around. Never did she give us an unreasonable test, and never was the test given at an unfair time. She was cheerful and pleasant and liked to discuss subjects with the class during recreation period (last 5 minutes) in the class, instead of droning all period long. It makes the student feel she is interested in him and what he's doing. Therefore, the result being that the student works for the teacher.

154. I like this teacher best because as far as I can remember she has been the only teacher that has really and truly taught me something. The reason that I think I liked her best was because she had a system or, one might say, an outline that a student could follow and do and understand easily. When she gave us home work, she expected us to do it and she wouldn't take any excuses whatsoever. She explained things very clearly and, if one didn't understand the thing, he would ask her and she would explain it again. She had a different system of giving tests, which helped me to learn all the more, besides trying out what I had learned or studied.

155. Liked best because of her cheerful and pleasant personality. She made one want to work for her and do their best. Her work for the students was made so interesting and original that one felt it was a pleasure to be taking that particular subject. One main thing was that she tried to understand every individual. She was as fair to one as to the other. She was not cross unless she had a particular reason to be, and that is one of the greatest things a teacher can do—control her temper.

156. I liked Teacher A best because she seemed to take such an interest in the students individually. She explained clearly each lesson and did not rush through the work. She had her program arranged before the students came to class; therefore, there was no time wasted in deciding what to do for home work and so on. She saw to it that each student understood clearly what the exercises and lessons were about. She was teaching for the pupils' benefit, not just to earn her bread and butter, like some teachers who care nothing at all for the pupils' interest.

157. I like Teacher A the best because she was a friend as well as a teacher. She put personality into her work. If

she was teaching a subject, she would bring in other things of interest. Of course this may be more easily done in commercial work, but I think it can be done in any study. She had original ideas which were worked out and with success. The reason I liked her most was that she put spirit into her work, kept order in the classrooms, explained things fully and was like one of the students outside the class. In other words, not aloof.

158. I liked Teacher A best because she had the ability to explain things and was always pleasant in class and out. She didn't show any partiality and I have never seen her lose her smiling disposition to any great extent at the most trying moments. She was a good sport and never at any time made a person feel that they were inferior to her socially as some teachers do. She has a very nice personality and, although she gave good-size assignments, it was a pleasure to work for her.

159. I liked Teacher A best because she wasn't a teacher who sat at her desk all through the period with a long face. She could take a joke and laugh along with the class. She seemed to have a sympathetic, understanding feeling for each of her pupils. She had a winning way about her that it seemed almost impossible to not do just what she asked us to do. Teacher A allowed the class to give their opinion of things that came up, and she didn't always think she was right.

160. Teacher A was my ideal as a teacher. She was what I would call a "regular fellow." In class and outside of class she had no persons known as "pets." She treated everyone alike. She didn't flirt with the students, that is, the boys. Maybe you think that is odd to say, but there are plenty of teachers that do just that thing. In class, Teacher A made you do your work and do it well. If you did this,

you got the reward, a good mark; if you didn't, you suffered the consequences. She was always a good sport and took an active part in all school affairs. She had a charming personality.

161. Teacher A was friendly with the students and willing to hear the students' opinions. She was not unnecessarily "crabby" when she did not feel well. She was willing to admit it if she was wrong. She was strict but not unnecessarily so. She had the respect of the pupils because of her quick thinking. She did not resort to sarcasm when she couldn't think of anything else to say.

162. I liked Teacher A best because she was one of us. She was always ready with suggestions and always ready to help us. She was even-tempered and possessed a lovely character. In all problems she was willing to consider both sides of the question. If she was wrong, she would admit it and would never try to make us believe she knew something when she didn't.

163. I liked Teacher A best because "A" knew exactly what had to be done, how to do it, and how to make the classes do it and like it. "A" showed an interest in the pupils and had a way of seeming to be a personal friend to each one. Everyone liked "A" and would, to the best of his ability, prepare all work assigned.

164. I liked Teacher A best because she had in mind the good of the whole class. This teacher was strict enough to have order, but was not so strict that one felt uncomfortable in her presence. She graded fairly. Her general appearance was of neatness and, when speaking before the class, she spoke clearly and distinctly. Outside of the classroom she was a personal friend; inside an instructor, and one who was there to teach.

165. I like Teacher A the best because she is very care-

ful in stating her assignments. She is always sure that everyone understands it. She is not too personal but likes to know why if you don't have an assignment prepared. She does not grade by whether she likes some one or not; she is very fair and believes in giving you every bit of what you deserve. If you show any interest at all in the subject you are taking from her, she is bound to be interested in you. The students most always prepare their lessons for her classes.

166. I have had a class with Teacher A through the four years of my high-school career. I have liked "A" not because of the grades, for I never received a real high grade, but because "A" always kept me interested in my work. "A" never failed to help me out of any difficulty. "A" was always ready to give me advice, and good friendship existed between us.

167. Teacher A holds the class together in such a way that you get your lessons with a lot of fun, too. Teacher A is reasonable in grading (grades fair), will help you willingly when you are in need of a little help, and has always been kind to me.

168. Teacher A was impartial to every member and showed intense interest in the work of each individual. She was eager to help in any problem and she knew the subject she was teaching. She let her personality, rather than her severeness, be the method of commanding respect.

169. I like Teacher A the best because of the understanding he had for students. He would use good common sense and reason out both sides of a question before making a decision. He was not the kind that wanted order and quietness from *A* to *Z* in the classroom and when out of class wouldn't notice you. I liked him because he wanted to

see you make good. His lessons were reasonable. A school dance or party was not looked upon as a sin. He liked to see students mix and understand one another and reason out the good and bad of people.

170. I liked Teacher A the best because she was easier to understand. No one ever was disorderly in her classroom, because of respect for her. You were not continually reminded of being "dumb" if you could not grasp things as soon as many other students did. You were urged to come and get outside help when she could give it. Those who were indifferent were left alone after so much urging, although in three years I cannot remember that more than two or three were indifferent. You received marks according to work done.

171. I liked Teacher A best because she is so thoughtful. She has ways of reasoning with students. She is one who realizes that students are students and not grown-ups. Everyone in her classes has to study hard, but yet, if they don't get their lesson as well as the average one, she sees why. She wants to know if it is that he will not study or can't understand the lesson. If he doesn't understand, she makes special appointments to help him.

172. I liked Teacher A best because he has taught me more in six weeks than other teachers in one semester and this will enable me to go through work of the commercial type as it is very important. I like him best because he makes a dry subject important and interesting.

173. I liked Teacher A best because I have learned more from her. She is very strict, makes you get long hard lessons, marks fairly hard, but she doesn't do it in a mean way. She doesn't have favorites. She makes each pupil do the same amount of work as the other. You are expected

to know something at the end of the year, when you are given a hard test. I believe the average in her class was higher than in any other class.

174. Teacher A is a good sport, a good mixer with school students, and everyone likes him too. He is regarded as one of our popular teachers. If I wanted to be a teacher I would like to be like him. I like him because there is not too much strictness and you can easily recite in his class. He has full control over all of his classes.

175. Teacher A is very willing to help each individual student and does not act as if you were a great bother when you come to see her after school hours. She is a good teacher for a whole group at once and goes over all the main points thoroughly so they are indelibly printed in one's mind. She has a sense of humor and smiles at different things that come up in class. She has a direct relationship to each student and she immediately wins your respect and liking. She seems like a good fellow.

176. Teacher A was liked by everyone in the school and is still talked about as being the teacher with a wonderful personality. This teacher had a way of making a person learn without forcing and nagging at anybody. When Teacher A did not feel well, she would not become angry because a pupil did not know his or her lesson. She had a way of making everybody like her and always gave advice when needed and not in a way that made a pupil hate her and want to get revenge on her.

177. I liked this teacher best of all because I learned a lot from him. He was very good to the students. I liked him because he explained everything so thoroughly. He was always very honest and respectful to everyone. He also had a good personality. We used to have lots of fun, the way he taught us.

178. I liked Teacher A the best because, for one reason, I have never seen a frown on her forehead. She has a pleasant personality and will sacrifice her own time to helping students who have some difficulty in class work. For this reason she has won over the students because they will coöperate with her and get their work, no matter how hard it is.

179. I liked Teacher A because he was always kind, respected the students' feelings, always spoke and always had a smile for us. In teaching he made our work clear. He spoke clearly and showed no partiality to students. He always seemed to mark fairly. He was a friend to all of us as well as a teacher.

180. I liked Teacher A best because she had such a pleasant disposition. She had a way of correcting a student without causing any hard feelings between the two. She was always considerate of others and always ready to help or console a student in distress, whether it was over school matters or otherwise. I liked Teacher A both in the classroom and out of school.

181. The teacher I like best has many admirable qualities. First, this teacher has a friendly, unaffected manner and puts the pupil on an equal basis with the teacher. This teacher is young and has a better understanding of high-school pupils. This teacher is modern and frank, never unreasonable and by no means a "softie." There is no pretense of manner and the pupil knows exactly where he or she stands.

182. I liked Teacher A the best as this teacher could be jovial and happy, and at the same time she kept perfect order and was respected by her pupils. She understood your problems better and could think back to her school days and give you advice from her experience.

183. I have liked Teacher A the best because she seems to be able to understand her students. She is not very old, and therefore she is rather modern in her viewpoints. Her classes are informal; nevertheless, she manages to keep order in them. Because of the informality, everyone has taken more of an interest in the work and has not been afraid to express his ideas. She is a good sport and has always been ready to aid in giving programs, and she is always willing to help one all she can.

184. I liked Teacher A best because he is able to see both sides, his side and your side; then he shows you where you are wrong, if you are, and where you are right. He can enjoy a little fun in class, but not too much. He keeps the class spirit up by putting in a joke once in a while. Instead of bawling you out severely in class, he has a little session with you alone. He understands and knows how to put his thoughts into your head. He is also able to understand your reasoning instead of throwing it right in the wastebasket.

185. There are many reasons why I have liked Teacher A through the four years of my high-school experience. Teacher A has always been very frank with me and everybody, being always ready to tell you just what he thinks of you and your methods. He lectures a lot, I'll admit, but what he says is always true and shows that he has had experience in life, at school, and in dealings with school pupils. It seems that he can always read my mind and tell me whether I am wrong or right. One of the best things about him is that he has a sense of humor and is understanding.

186. Teacher A is modern, young, and the possessor of a fine personality. His efforts to make the class interesting are natural to him and every student looks forward to that class, it being the first of the day, and consequently his

presence in his teaching starts the day right. He understands his pupils, takes a personal interest in each one, shows his pleasure if one's improving, gives encouragement to the slower ones. These are the reasons I liked him best and he should be a model of modern teachers. It is a pleasure to work in his class, and his interest is an incentive.

187. Over the period covering the last three years and the first half of the fourth year, I liked Teacher A best because: 1. She was always fair to the student. There were many who complained of her strictness, but she was always just. 2. To my knowledge she had no favorites and gave credit where credit was due. 3. She was always strict against "loafing in class" but, if the student had work to make up, she was always willing to help to the best of her ability. Summing up the reasons why I liked Teacher A the best, I think that I liked her because I knew that I could always be given a fair deal and that she wasn't prejudiced "for or against."

188. I liked him because he did not give as much work to do. He always had a pleasant smile when he came into the room and when one of us got pretty far behind in our work he was right there to help us. This teacher had the spirit of victory in him, which gave us the spirit also.

189. 1. Teacher A was willing to help students in her class or any others. 2. A likable personality. 3. A nice way, of no words to obtain order. 4. A certain amount of wit, not too much. 5. She presented herself to the class in a pleasant manner. 6. She gave a certain amount of freedom, which she knew how to protect. 7. Took an active part in school affairs. 8. She also knew how to act in public.

190. The teacher I liked best was strict. However, I liked him best of any throughout my four high-school years.

He had a way of making me take an interest in my study. When I accomplished a problem for him, I felt as if I had succeeded. It was a pleasure to work for this man. I knew I had to get my work and enjoyed it. Every minute spent in his class gained knowledge for me. Neither I nor my fellow-students could loaf in his class. Consequently, my best grades were earned that year.

191. I liked Teacher A because she always seemed so jolly and good-natured out of school time and willing to try and show me or others a good time, although she was very businesslike when it comes to school hours. One other reason for liking Teacher A, I might add, was that she always looked so neat and clean and I do believe she had plenty of sleep because she was never grouchy the next day.

192. She was the most considerate. Stern, when she should be, but made you feel she was your friend. The subject was made into more the present day. She made you live along with the people you studied. What you learned stayed with you and you were not forced to learn it.

193. Teacher A is not partial to anybody. If anything goes wrong, she is always willing to help. She grades fairly and is always pleasant. One doesn't feel as if he is facing an ordeal when he enters her classes. She asks for suggestions from the pupils to make the work more interesting.

194. The teacher I liked best is the teacher that takes an interest in the pupils as well as her subject. Some teachers think only of the subject that they are teaching, and this makes it very uninteresting for the pupil. I like a teacher who is jolly and will laugh sometimes instead of scolding when anything is said. I like a teacher who is not sarcastic and is not always bawling some one out.

195. I liked Teacher A because he is strict, comes to the point whenever he says anything, and he means what he

says. Has no pets. Willing to come as early as six o'clock if he thinks it will help you any.

196. I liked Teacher A best because he knew how to understand a pupil. He could joke and still make the pupils work. He gave reprimands to those who deserved them and still did not cause the pupil to get angry. He made the subject he taught a pleasure to take and there was never a dull moment in his class.

197. This teacher appeared to have a personal interest in me. Was strict and close in grading but considerate of effort made. This teacher stressed common-sense factors in all cases and did not spring a lot of senseless details in ex's that would not be remembered. There was admiration for the one who worked. Teacher A showed no favoritism or partiality and tried to help students master the subject instead of trying to make it hard.

198. Teacher A is my choice because she works with her students. She acts as though she were a part of our class. She understands; she has confidence in you, which makes you feel you want to do the work right. She had no special favorites, or at least you didn't know if she did. If you coöperated, you couldn't help but understand and like your work.

199. Teacher A I liked best because she really taught something without being what is called "too hard." She gave something that could be used not only in other classes but in later life as well. She is young (not too young), attractive, dresses nice and is an example in this way. She is patient, likes a good joke, and is strict especially about getting work in when it is due, which teaches pupils a great lesson.

200. I liked this teacher the best because I learned more in her class than in any class yet.

201. Teacher A was strict, yet she was very interesting—at times even humorous. You had to have your lesson, but in the end you were glad you had it.

202. Teacher A has been the best teacher on my school program thus far. His personality enabled him to not only teach but to make it possible for the students to grasp and understand thoroughly the subject. His use of references to experiences made his points clear. He was fair, square, and honest with each student. The requirements were to be fulfilled by every student for a grade, no exception, except, of course, of illness, etc. The class was directed by the pupils, with the teacher participating as a student and helping out when necessary. I believe that more students have made an *A* or a *B* from that instructor than from any other teacher.

203. I liked Teacher A because she made the class work. She wasn't always cross. The students respected her. She acted as though she understood the children.

204. I like "A" best because, above all, he is impartial. He does not give you a grade because you're who you are, but because you deserve it. We can tell he is thoroughly prepared for what he is teaching and he certainly knows how to teach it. The course of study he lays out, the methods he uses, and the definite way he goes about teaching his subject are superior. "A" requires exact answers to all his questions and one cannot beat around the bush in answering them. If one is a normal person and if it is possible for him to learn, "A" can certainly teach him.

205. During the past three years I have dealt with many teachers, but none won my favor more than Teacher A. He was always glad to see the students in the morning and always bid them "farewell." Teacher A was a teacher that would reason with you and do all he could for you. Yea!

even if you did him dirt, he would come back to you smiling and willing to help.

206. I liked Teacher A the best for the following reasons: He was a large man, with a deep, impressive voice. To us, as a class, he was more like a good friend, a regular scout, than any teacher I have ever come in contact with. His modesty, good nature, and absolute impartiality are very quickly noticed by his pupils. Despite Mr. A's informality, he never forgot for a moment that he was a teacher and that his job was to be done. Because I liked him, and liked the subject, I believe I got more out of it than I could have gotten from a different type of teacher had I studied twice as long.

207. I like Teacher A because he doesn't let you sleep the whole period. He makes the subject interesting enough so that I like to study that subject and am willing to put in more time on that subject than on some others.

208. Teacher A was always a good friend to every student. She did not favor some and ignore others. This teacher was always willing to give aid to any student and to answer questions. Teacher A told us exactly how we stood in the class in regards to work and grades and what she thought would be of the greatest aid to us in raising our grade. In some cases she visited the homes of some of the students who were not doing as well as they should. She also made it a point to become acquainted with the parents of her students. She always helped us with extra work to improve our grades.

209. The teacher I liked best in all my high-school days was an English teacher. I never cared for English but she put it to you in an interesting way. She made coming to school a pleasure. I have not had a teacher since who I thought was comparable to her.

210. I liked Teacher A because that which I learned from her I learned thoroughly. If I did anything wrong I was called down. She graded me according to my work and not for myself. I liked her because she made me study when I didn't want to.

211. Teacher A is the teacher I liked best because of the way she taught me and how she would help me when I asked for assistance outside of class. I also liked her because she would give me very plain and exact ideas of how to do the work. She was not a cross teacher and therefore it was easy to do the work for her and I was also learning a great deal.

212. Teacher A is always willing to help when you need it. He is not unfair to anyone; is not cranky, only when it is absolutely necessary; and does not try to embarrass one. He keeps strict order in class but is not mean about it.

213. I liked Teacher A best because she teaches in a concise manner, never skipping to another subject until she is sure that all the students understand the subject in discussion. She opens a class discussion nearly every day in which it is possible for everybody to present his or her views. Tests are short and to the point, but sufficiently difficult to cause students who have not studied to fail.

214. I have many reasons for liking Teacher A the best —mainly, that I learned something from her. She digs down to the bottom of a question and gets it over to you. She had a nice personality, which counts a lot, and she sees a joke. One thing she doesn't do is to embarrass one every time she gets a chance.

215. I like Teacher A best because she explains in good everyday English so that we can understand her. She, too, makes mistakes sometimes, and when she does she does not try to slide over them but finds out why or how she is wrong.

She also can see the funny side of some of the funny incidents that happen in the class. That does not mean she is not businesslike in her work, because she is.

216. This teacher I liked best because she herself was personally interested in us but never allowed her personal friendship to influence the grades; therefore, she graded fairly. Her personality was lovely and her appearance in class was always neat, never grating on your feelings. She was interesting and interested. When she gave assignments she meant for them to be done, making us like our work by doing it every day.

217. Teacher A is utterly impersonal. All that is done is for our good and not hers, therefore there are no disputes or "naggings." Her work is planned ahead. She gives us, on Friday, our assignments for the following week. There are no likes or dislikes shown. A person she hardly knows will get as good a grade as one she is well acquainted with, provided they both do the same amount and quality of work.

218. Teacher A was understanding. She was not partial and always did the thing she thought was best for you. She did not mollycoddle over anybody that she wanted for a friend, but let her personality draw the right kind of friends. She never went back on a promise. She was always your friend when you had proven to her your friendship was worthy.

219. Teacher A was the best of my high-school teachers because she told you exactly what she thought of you and because she could explain to you and make you be able to understand what she was talking about. She was also always willing to answer your questions and always had patience. She always appeared to be your friend and talked to you as a friend.

220. I liked her because she had a warm personality.

She gave me advice when I needed it most and helped me when I felt like the bottom had dropped out of everything.

221. Teacher A was one that had a keen sense of humor; was not too strict with the children in class, realizing that we are humans and not statues, therefore, have some right to talking. Also, she had her work planned out systematically, ahead of time, and gave the assignments a full week ahead. Systematic planning of work on the teacher's part makes most of the children unconsciously mind their work. She was also sympathetic and helpful in any make-up work if one was absent or delayed.

222. At all times Teacher A helped us to the best of her ability in our studies; by that I do not mean that she gave us grades we never earned, but that she gave us question helps to guide us in the preparation of a lesson and was always willing to explain anything that bothered us. She showed no partiality in any way. The lessons we learned from our books were not the only lessons we learned from her; among other things was fairness, friendliness, courage, how to study easily, and a degree of optimism.

223. Teacher A was fair with the students and had good control of the class. The work was laid out so every day we knew just what to do. Mr. A could take a joke if not pulled on him too often. He was very fair in marking the papers and told us why and how he marked.

224. Teacher A I liked because she was very interesting and influenced me deeply. She showed her personality; was always fair with everyone in class. She appealed to me because she was the same out of school as she was in school. Also, I liked her because she was frank; she would tell you what she thought of you, but she would not embarrass one in class, out loud.

225. I liked Mr. A the best because he seemed to under-

stand us as humans, which we are. He treats the pupils just as if they were as important as he. Any trouble or problem we have, if it is taken to him, he explains and helps us. He also knew what he was trying to teach and went about it in such a way that we would also understand it. With the boys he is just one of them, playing, laughing and joking. He always spoke to us wherever he chanced to meet us.

226. He was a good fellow. Made us learn our lessons in an easy way. We sure learned our work in here. Boy Oh Boy. This guy was fine.

227. I liked Teacher A because he seemed to understand what the high-school student could grasp and talked in terms of the student. If a teacher seems to like the student, they automatically like the teacher. I liked this teacher for he did not think, because he was a teacher, that he was any better or tried to show his authority like some. He didn't pretend to know everything on earth and didn't expect the pupil to either, and just because you were going to school you should be perfect. He also had a sense of humor and could take a joke now and then without a sour face.

228. Teacher A was my favorite teacher because he was human. He was a Peter Pan, the boy who never grew up. He was extremely intelligent and conveyed what he was teaching in simple language which even the most stupid student could understand. He made me understand things which had been confusing to me for years. He has my undying gratitude.

229. I liked Teacher A because she taught me what I always wanted to learn. She taught me in a way that I could never forget how to do it again because she had patience with me even if I was terrible at the beginning.

230. I liked Teacher A because he teaches in a way that is easy to understand and does not use technical terms with-

out first explaining their meaning. He is a man who is easy to get along with and still does not have any "pets." He also teaches a subject in which I am interested. He tries to make us understand the right way of doing things by reasoning with us and making us see his side of a thing.

231. I liked Teacher A because he told us something about life; things that are going on every day; how life connects with the subjects we are taking. I also liked Teacher A because he says we either must do our work and earn our grades honestly or fail. He is willing to help you out if you try for yourself.

232. Teacher A was young and understood high-school students. He was satirical, full of mirth, and possessed one of the quickest and smartest minds of anyone I ever knew. He could teach the hardest lesson to the biggest bunch of dumb-bells and make them laugh as they learned. He established contact with the students.

233. I like Teacher A because she was not very strict or cross; that is, in a way, but if we did not have our work done it was just too bad for us and it seemed that we knew this and always had it done. She gave an awful lot of freedom but we seemed to know how to use it and I really learned more from Teacher A than all other teachers put together.

234. I liked Teacher A best because she seemed to be able to understand the qualities and possibilities of the individual student better than most teachers. She has a keen sense of humor and a fine outlook on life. She can tell a student how to make the most of his possibilities. She is sympathetic when sympathy is needed and admonishing when admonishment is needed.

235. I liked Teacher A best because he explained the lessons, so they were easy to understand. If you went to

him after class he always helped you with the difficult parts cheerfully. When you were called on to recite he always helped you along and tried to help you find words to express yourself.

236. I liked Teacher A best because she understood us better than the others and acted as if she were one of us. She knew how to make us work and still like it, and she taught us so that we could remember what we learned. She attended all our social events and she liked to mingle with our crowd at these gatherings.

237. The teacher that I liked best in high school has a winning personality, is very kind and considerate. This teacher was very strict and usually gave "plenty" of home work. She seemed to take an interest in each individual and in all class activities. She was a wonderful teacher and knew her "onions."

238. The teacher that I liked best was a very thoughtful teacher. Whenever a pupil was asked to recite and made some mistakes, "A" did not make fun of the pupil. "A" would always help you reason things out if you did not know how to do the subject. If the subject was hard for the pupil, "A" always considered that, too. He always said that he had some hard subjects when he was going to school.

239. The teacher I liked best was a teacher who had been brought up in a poor family and understood the troubles of the poorer students thoroughly. She was friendly with everyone and seemed to take a great deal of interest in school affairs, socially. She also could teach in a way that would give a person an idea of what she was talking about instead of using a lot of big words and letting the student make a guess at what she meant.

240. I liked Teacher A best because she had a great mind. Brains are the best quality that anybody can have.

I was taking a subject I liked from her and that helped, too. She had traveled in Europe and knew quite a bit about it. When we happened to have a few minutes with nothing to do, she could hold an interesting conversation with us without letting school work creep into it.

241. Teacher A had a very fine personality; was very well acquainted with the subject which he was teaching; was not cold of heart and could reason with his pupils. He was not always looking on the dark side of life. This made it a great deal more pleasant in the classroom.

242. I liked Teacher A best because she seemed to understand her pupils; she thoroughly knew her subject; she was strict, but not unbearable; she made the subject so interesting that you could not help but like it. She was extremely good-looking.

243. Teacher A is the one I like best because he was always the most cheerful. He was hard and made the pupils study for their credit. His method was different. He would go around and shoot questions at a person. It kept us on our toes and we thoroughly enjoyed our year of his classes.

244. Teacher A is a woman. She is very modern in all her ways. In the classroom she can see the jokes and the funny side of things. She has the respect of all in her classroom. She never gets excited about things that go wrong but uses her head and gets out of it. She is like one of the class, more than a teacher. You feel free with her.

245. I liked Teacher A the best because she carried on her classes in such a way that everyone could voice his opinion on the subject being discussed without being afraid. She helps us as little as she can when we don't need it but think we do. She has made me feel dependent on myself only for what I want. She is pleasant (although she is

sometimes a bit grouchy). She doesn't always "harp" on one thing that she wants done. She tells us once and then the rest is up to us. She is very good at explanations.

246. I liked Teacher A because she was ready to encourage one when one felt least like going on. She had personality and readily appreciated sincere effort on a pupil's part. She tolerated no nonsensical tomfoolery and had a most attractive manner of squelching a fellow when he "forgot himself" as it were. She graded in a manner which I considered fair and above all she was capable of making her class a thing to be looked forward to during the day.

247. I liked Teacher A because she seemed to have a good understanding of students and seemed to be able to make the students like her. When a student has taken the course taught by this teacher, he has really learned something. Also when one works for a teacher that one likes, it seems to make the work easier and makes one want to do it thoroughly and well.

248. The reason I liked this teacher best is because she seemed to understand each individual pupil and in this way the teacher got more work from us and we learned more from her, at least I did and nearly everyone in the class was of the same opinion.

249. Teacher A was liked by everyone. He taught a hard subject but his way of teaching it made it much easier. He was strict, but when something came up that was hard to understand he put it into his own words or substituted a story for it which made it so clear that you couldn't help understanding it. He was kind and helped you in any way possible even outside the classroom.

250. I like Teacher A the best because she keeps order, but at the same time if a joke comes up she is willing to

laugh and she often relates interesting incidents and stories connected with our study in that class. If some one misbehaves she explains why he shouldn't do that, not in an insulting way or in a form of a "bawling out," which a student resents, but in a gentle way which makes you ashamed and want to mind her. Teacher A is also interested in the students personally and speaks to them out of class.

251. The reason I liked Teacher A the best was that she was always pleasant and cheerful. In class she explained everything that was difficult, and she was always prepared to give individual help to anyone who needed it. The lessons Teacher A gave were never too long or too short. If the lessons were difficult they were not long. She expected everyone to have their lessons prepared. If our lessons were not prepared she treated us fairly.

252. Teacher A I like because he understands school pupils and their different ways. Of course he is no snap, but he is human. He can talk on most any subject outside of what he teaches. He can tell a joke and all the pupils laugh except him and he doesn't even smile.

253. I most sincerely believe that my teacher was best liked in her school not only by myself, but the majority of students in that particular school. She was a "good sport" or "one of us" and yet she had the respect and admiration of every high-school girl and boy and others. Besides having a nice personality, she was unselfish and a very good teacher; she was fair to all. All students who took any subject from her learned. In conclusion, I wish to say that I think the teachers are becoming a little more like my "ideal teacher" each year.

254. I liked "A" because she was well bred and pleasant. She seemed to take an interest in her pupils' personal development. She was always willing to give advice (good

advice) when it was needed. She marked fairly and did not have favorites. She was always ready to help any pupil.

255. She marked very hard but you learned a great deal, so I did not mind the mark.

256. I liked Teacher A best for his mechanical genius. He is a very good teacher, knows a lot, does a lot, and helps a lot.

257. The teacher I have liked best in high school is one who is interested not only in the subject, but the progress of each student in the work. He is cheerful and takes it for granted that the student will complete what is assigned him. He is helpful in small ways also and concerns himself with the students' problems.

258. The teacher I like the best is very considerate of the student and she has done all she can to help me with my class work and also out of class work. She is strict and demands work in on time but if you are satisfactorily unprepared you are given a fair chance. She seems to me more like a friend than a teacher.

259. I liked Teacher A better than any other teacher for the following reasons: 1. She takes an interest in every pupil and doesn't show favoritism. 2. She has a good sense of humor and is not too strict in managing her class, still the pupils obey her and enjoy having her as their teacher. 3. She has a wonderful personality. 4. She knows how to make the pupils take an interest in their work.

260. I like Teacher A best of all because she knows the art of keeping the students interested and enthused. I think her methods are more modern than some. She makes sure that the students have learned what she has been teaching before they leave the room. Also she sticks to the subject. She doesn't wander all over the map telling about her vacation last summer and what she saw, etc.

261. This teacher is very careful and strict in the matter of bluffing through. She appreciates your attitude in class and favors no one. She is a thorough instructor in her class and no point is left unexplained. The work she hands out is just the right amount with 40 minutes out of class, so you can always be on time.

262. The reason that I like Teacher A best is because she always seems to be willing to help you. The way in which she helps you with your subject still leaves you doing the thinking part of it. She talks a great deal on the subject which she teaches and makes things very clear—gives the student a better understanding. She has a certain amount of humor, which of course no teacher should be without. Her patience, I actually believe, is unlimited.

263. I like Teacher A because she knows how to teach. She makes certain that you know what is due for the following day. When she explains things she explains in a way that you can understand what she is talking. She knows a humorous thing when she hears or sees it. No one is better than another. If you are doing wrong, she will tell you about it and explain it again. When she writes her assignments, you don't have to look up every word in the dictionary to see what she means.

264. I like Teacher A because there is something about her that keeps you from fooling around and in her class we can learn more than from any other.

265. I should like to class two teachers as Teacher A. I like "A" the best because of the way they handle the class. They have good discipline in their classes and are not always cross and cranky getting it. They are most always pleasant and sociable (not sociable one minute and the next minute ready to chew you up). You may talk things over and get help from either one.

266. The reason that I like this teacher is because he knows the likes and dislikes of the pupils and understands their ways. He can put stuff into your head by talking to you in a way you can understand, and not by high and mighty language. You also feel that he is one of you.

267. I like this teacher best because he has a sense of humor and when something funny happens he doesn't criticize anyone. I also like this teacher because he gave credit to those who tried hard even though they did not do good work. This is a good point because some students are not very intelligent but are ambitious.

268. Teacher A is a thorough teacher, a master in the subjects that he teaches; a firm disciplinarian, although fair in his dealings with his pupils. Teacher A is a thorough teacher, a master of her subjects and very practical. Is strict with her pupils but just; also very kind and human to them. (I have named two teachers as Teacher A because I like both of these teachers so well and think so highly of them that I cannot decide which one I like best.)

269. Teacher A in this high school, so far as I am concerned, would be one of the English teachers. English to me has always been a bore and a despicable subject. In my sophomore year I took English II under this teacher. From the first she seemed to thoroughly understand her class. In the first place, she seldom chastised a person, yet her class was always very quiet and orderly and she always seemed to have everyone's attention. I have taken two more years of English under her and find her still the same. Never is there a thing she wouldn't do for her students. She will send anywhere for books for you and is always willing to listen to your side of the story. Never have I heard a student knocking her. All say, "She is a square teacher." I now like English.

270. I considered Teacher A the one I liked best because he is of middle age and he was able to give me assignments, no matter how hard they seemed, and I would always enjoy them. He always had good discipline in his classes in a way which was enjoyable. He always seemed to be fair in his grading and class work. He was always ready to help anyone at any time possible for him. He was very neat and clean in dress at all times and on all occasions. As the last word, he taught his subjects in the most interesting way, and he treated all students alike, that is, realizing that no two students are alike.

271. Teacher A in my school, first, teaches an interesting subject. She is pretty to look upon, which is a change from most teachers. This Teacher A knows her subject and I am never in doubt as to whether she is right or not. She is sociable outside the classroom and seems to be glad to talk with you. She seems to be interested in your future and willing to help you succeed. She is young and nearer our age, which makes her naturally closer to us. She takes an interest in town affairs and is always willing to help with a school activity. She is generally present at football and basketball games and rooting for our team. She doesn't pick out individuals to whom she grants special privileges.

272. Teacher A is a teacher I had during my junior year. There were several reasons why I liked this teacher, but one of the most important was that he made everyone in the class feel he was a part of the class. Students often took charge of the class under his supervision and, when it was necessary for him to be absent, he gave charge of the class to the one who was the best student for the time being. He apparently had few favorites and disliked a student who thought himself above his classmates either in social standing or in intelligence. When something important in world

affairs was going on, he led the class in a discussion of it. I thoroughly enjoyed the two hours I had classes under him every day because he made classes so very interesting.

273. Teacher A was always very neat and clean in her appearance and she had very much charm. She wasn't very beautiful but knew how to make herself look the best. She was always ready to help any of her students when they really needed the help and never showed partiality. She made the driest part of the courses she taught rather interesting. This young woman was considered rather queer by people that didn't know her, but after once getting acquainted you couldn't help but like her very much.

274. She was always cheerful and would do anything to help you. She never spoke a cross word but had perfect order in her classroom. She seemed to make it a pleasure to be in her classroom. When she was out of class after school she would be one of the students, wanting everyone to have a good clean evening. She never acted the flirt with any of the boys or the girls. If some of the fellows were flunking in class or got a low grade, she would go back to his chair and talk to him and help him to understand what he had missed.

275. I liked Teacher A because he mixed with everyone when he was out with a crowd; he acted in a decent way but also in a likable way. You could go and talk with him about his college days. If you needed help he would give it to you but even if you were his best friend he would not give you a better grade than you deserved. He could also make one understand what he was teaching.

276. Teacher A was my best liked teacher because she taught an interesting subject and she taught us and associated with the class like we were human beings and capable of using our heads to our own advantage. She was very

strict in some things but she was never hard boiled in any way. If you just behaved yourself she was one of your best friends and was always willing to explain something whether it pertained to her class or not. She taught us in such a way that when we left her at the end of the term we had really mastered the subject.

277. Teacher A was always pleasant when in the classroom and always willing to help when help was needed, although never overanxious and always made the student do his part when explaining things. Occasionally, as an incentive to work, she put on contests between classes or groups in the same class. The thing that I liked best was that she always wore a smile and was cheerful whether in the classroom, on the street, or on a "hike" or party. She didn't scold when a pupil didn't have his lesson, but rather she would say something to this effect: "Why did you not get your lesson?" and let the pupil's conscience convict him.

278. I liked Teacher A best because she made the class very interesting to me, first of all, because she had many different methods of teaching. Her methods were not always cut and dried. She was always trying to think of new methods in order to make our class different and yet so that we could learn our lesson and know everything in it well. She drilled and drilled us on the things we were weak on and in such ways that we did not dislike it.

279. Teacher A could understand her class and considered their faults and almost read their minds. She seemed to always know if you were really doing your best or shirking a little. Your grade was not lowered by whether she liked you or not and she wasn't always scolding you. Instead, she said she didn't like too quiet a class. However, her room was orderly. She had a striking personality and seemed to be friends with everyone. She was smart and

knew what she was talking about but, if you asked her a question she didn't know, she said plainly that she didn't. She hardly ever gave a test but judged from your classroom work and assignments. She could understand you.

280. Teacher A was a young man who taught me civics when I was a freshman. He always had something just a little different for us to do. It wasn't the same so-many-pages assignment every day. He was always very friendly and confidential. He made us feel as though he was our personal friend and classmate. Yet you felt a great respect for him. He was more like a friend whom you highly respect and yet is a near friend. He seemed to know all our characteristics and tried to make us see our bad points and to make ourselves better.

281. Teacher A has a way of winning a person's friendship and keeping it. He does not try to be too strict and yet is not run over by the students. He seems to know the ways and actions of the students without getting the wrong impression and attitude. In his classes, if a student does not seem to understand or is losing interest, he explains the subject more clearly and talks in such a way that you cannot help but try to make good.

282. I liked him best because he was, beside a teacher, a sort of friend—as much as a teacher could be. He explained to me, as well as the class, thoroughly and gave me to understand what I had to do. He did not get out of patience, which was hard to keep from doing, and he did everything thoroughly.

283. Of all the teachers in high school I liked Teacher A the best because, to my way of thinking, she was fair to all students, she had no favorites but treated all alike, she did not ridicule a student before the class but if she had anything to say to him it would be strictly private. This

teacher had a very pleasing personality; she very seldom lost her temper and at all times had a good sense of humor. She was very kind and considerate and did not make fun of a person's faults but helped them overcome them.

284. Teacher A made definite assignments. Work that was assigned had to be completed if you wished a grade. There was relaxation from strict study at times. He gave clear explanations and never spoke over a person's head with large words. He was a teacher in class and a friend out of class. His class was kept in order with no whispering and cheating, and his punishment for these two was severe but just. He played no favorites and graded a person on their effort as well as their work. His rules were not harsh but were always fulfilled.

285. This teacher was very kind and considerate. Her classes were interesting and to the point. She recognized mistakes with the idea of helping the student to do better next time. It was not surprising to see the grades come out high, and if a student was low he never lost faith to do better the next time. Everyone in the room seemed to understand her, boys as well as girls. I think her ways of teaching had a lot to do with it.

286. Teacher A was very explicit in her explanations but it was not a long drawn out and unnecessary procedure. She gave you lessons and asked you questions you should know, not catch questions to lower your grade. She pressed main facts and told you what you were to know and asked you about them. She asked questions in a way you could understand them and told you when you were right and when you were wrong, and why.

287. Teacher A should be definite in assignments. He should be able to answer students' questions clearly and choose words that are within the average high-school stu-

dent's vocabulary. He should not show partiality and should be exact and fair in his grading. He should have a good sense of humor and not be afraid to use it. Teacher A should take an active part in the doings of the school. A teacher should be a friend and companion as well as an instructor and adviser. He should cover all assignments thoroughly and, if necessary, spend the larger part of his time on students who are "poor" in his subject. Finally, a teacher should be clean, neat, and tidy as he sets a good example for his students.

288. My reasons for liking Teacher A are: She is always good-natured and ready to help everyone; she never fails to understand her classes' likes and dislikes; she is never too severe in her punishments if her class fails to have the lesson she assigned. Last but not least she is very nice and neat looking. Her clothes aren't elaborate or too fine for a school teacher, and she doesn't wear too much "rouge," "lipstick" or "powder."

289. Teacher A never embarrasses anyone in class. He lectures part of the time and then gives the class a chance to express their opinions and ask questions regarding the subject. "A" gives the modern-type test, as true-false, completion, etc. He has a very pleasing personality, can see a good joke, and rarely becomes angry at students. He keeps the class in good conduct with pleasing helpful statements regarding behavior.

290. Teacher A is an ideal teacher because she is clear, will aid her students in lessons, has a winning personality, is thorough and strict. Lessons must be prepared in order to get a grade. This teacher does not have "pets" or show partiality in any way. One thing stands out clearly—that Teacher A will meet the students halfway. Do what is right to Teacher A and Teacher A will do the right thing

with the student. Teacher A seems to me as a friend should be and not as a boss. Through these characteristics this teacher is respected and the students work appreciably for her. If a student has love for a teacher, he will strive to get ahead.

291. First of all, he was everybody's pal. He liked everybody and everybody liked him. He was always cheerful in the classroom. He made you like to recite because he asked questions in an interesting way. He made you seem important. He didn't assign lessons so long that you had only time to cover half of the assignment. He didn't pick "favorites." He helped the "dumber" students as much as he could. He always spoke to you on the street.

292. During my four years in high school there have been several teachers with whom I have been associated that I have liked, but there is one in particular that has stood out in my opinion as an ideal teacher. She has never in any way shown any partiality; she has strict order in her classes, and I believe I have learned more from her than from any other teacher. She is humorous, courteous and treats the students as though they were human and not objects. She delights in helping the students. She has strived to make our school successful in all ways. She is also the best read teacher I have ever had.

293. I liked Teacher A the best because he teaches his subject in such a way that it encourages you and makes it more interesting to do. He has a sense of humor so that, whatever kind of day, it is always a relief to go to his classes and be rejuvenated. I like Teacher A because he gets a lot done in a short space of time, makes it snappy but understanding and with jolly and interesting experiences although it is not personal.

294. A man who tended to his own business and let you

have a free rein in doing your work as long as it was honestly and well done. He never unjustly punished anyone. He would demand honesty and never was it refused him in any test. He was firm, but quiet, seemed to have "human" interests and knew how to teach and yet not bore anyone.

295. Teacher A is one who is interested in you personally. He has a fine sense of humor. He is willing to help you at all times and you feel free to talk with him just as you would with one of your own age. He is intelligent without giving the impression of being overbearing, and does not let you get by on anything but is sufficiently severe to make you study and learn.

296. Teacher A was the best I have had because she seemed more interested in my past, present, and future. "A" seemed to take an interest in my subjects, etc. One could get closer to her than to other teachers.

297. I like Teacher A best because she was real cross with me when I did something bad. She corrected my faults, taught me lots of things, almost as much as Teacher H did, and otherwise took a personal interest in me.

298. Teacher A was brilliant. You felt that what she told you was right. When I first had her I disliked her intensely, but on better acquaintance I found I revered her. She spoke about 10 languages well! had been all over the world. She had no patience with the lazy or ignorant person. When I gained her approval and finally her liking I felt extremely proud. She is the kind that you cannot give exact reasons for liking. Her brain was always clear and functioned extremely rapidly. She had personality and a good sense of humor. For the person who couldn't do she had sympathy; for the one who wouldn't do she had disgust.

299. I like Teacher A the best because she is always aware of what she's about; she knows and understands her

subject thoroughly. She has a good sense of humor but does not let it go to the point of being ridiculous. She treats the class as a class and during class makes remarks to the class as a whole. She is also interested in individuals but does not let her interest interfere with the class. She is mentally alert.

300. I liked Teacher A because she was so frank and friendly with all of the students. She was always willing to help and she made every trouble of the individual her own and helped to solve the trouble as well. She did not show any partiality but treated everyone equally well. That made her liked by everyone. She was a quiet, quick thinker and never once did she lose her temper before the class. Everyone respected her because she was that way and they did not take advantage of her at all.

301. The teacher I liked best had a very sweet disposition and we all positively hung on her every word because we respected her. She insisted that we hand in daily preparation and she corrected all the work handed in and gave it back to us. She never spoke loudly but always softly and in a very cultured voice. She never "hooked" an individual in class but always spoke to them after class. She was very firm and yet appreciated a good joke.

302. I liked Teacher A because she treated me as though I meant her whole month's pay. She made the subject more interesting, made me want to study hard just to please her because of her kind attitude. She never became angry and never hollered at anyone; she made us do just as she wished by just talking to us softly and kindly. She never favored one student or showed dislike for anyone, but was more than fair to us all.

303. I like Teacher A because there was always a time for getting down to business. He would start the class off

with a few jokes so as to get the class in a good humor and then would come our work. Teacher A was young and peppy and not like the old strict teachers. He had a good method of teaching and I consider him my best teacher as I learned more from him than any other.

304. 1. Because he understands and interests you. 2. He likes his students and trusts them. 3. He has had much outside experience in the subject he teaches, which helps. 4. I have never heard a complaint against him or his way of teaching. 5. He is not only interested in his class student but you are always welcome to come and speak to him and he will do anything in his power to help you.

305. The teacher I liked best was not a class teacher, but my counsellor and home-room teacher. I liked her the best because she seemed to understand me and took an interest in my work and companions. I appreciated her interest and desire to help me. She was the one teacher in the school that I would go to if any difficulty arose, and I knew she would do her best to help me.

306. Teacher A taught me more in the year than any other teacher that I have ever had. Teacher A conducted his class in a manner which calls for honesty, individuality and initiative on the part of the student. This teacher has done more to develop me in doing things on my own and thus preparing me for college work, where initiative is very essential.

307. Teacher A has always been my favorite because she has a certain way of understanding everybody's ideas. She seems to be just naturally interested in everyone's welfare. Although she has a roomful of rather noisy pupils she handles them with perfect ease. She wants each one of her pupils to be a success and her time is our time.

308. I liked Teacher A the best because she had a big

sense of humor and took everything as a joke. She did not like "Pansys" and disliked "Kiss Kisses." Her work was as hard for the girls as it was for the boys, which is unusual. One fellow tried to "Fairy" up to her and what he got was plenty.

309. This Teacher A was teaching English in my freshman year. My first impression of her caused me to like her, as well as association with her in the class for the remainder of that semester. She was not extremely attractive in appearance, but she looked kindly and spoke in a low voice that was heard in the back of the room and was pleasing to the ear. She never "bawled" us out—she always reasoned in a subdued voice and kept perfect order in the class (which disproved "spare the rod, spoil the child" idea). Every law of grammar or spelling she would illustrate on the board—for us to copy in our notebooks. Whenever a new word was defined she divided it into syllables and under each syllable she wrote the meanings, explaining the Latin derivation, and left it there on the board all period for us to see and "digest." I learned more English that semester than I have since.

310. My teacher in Chemistry II was one of the best teachers I had in high school. He taught chemistry so that it was enjoyed and liked by every student in the class. I received more from Chemistry II than I did in any subject I took in high school. Chemistry I was very boresome, which was made so by the teacher, but in Chemistry II the man was very understandable and he understood the students and what they could do.

311. The teacher I have liked the best is a teacher of English. She has the ability to express herself very clearly in very few words. She expects the students to show initiative and by asking the students what they desire most she

is able to keep the class interested in its work. I received my lowest grades in high school from her but I believe I learned more. She had interesting incidents to speak of once in a while, not of her own life but from books. She dressed simply but she was very clean and well-mannered and well-brushed. She enjoyed talking to students and could talk with them as a student herself.

312. Teacher A was a very understanding person and very kind and thoughtful. She won the admiration of almost every student and those who went against her in any way were put in their places by the other students. Everyone was willing to work for her; they did not have to be told repeatedly what to do. They coöperated. It was a united class.

313. Teacher A was stern, sincere, but broad-minded. Got the most work out of you in the easiest way. Was always open to criticism and always ready to help you.

314. Teacher A for sarcasticness and dryness had no equal, but she was a wonderful teacher and made me like her despite these qualities. She takes an interest in each and every one of her pupils, making them feel that they were just as important as the next fellow. Most of the students do not like her, and if she does not like a student she shows him or her her dislikes. I guess I like her most because of her frankness and fairness to all.

315. Teacher A is a teacher of English and Drama. She respects students' feelings and understands human character. She applies psychology to her teaching and seems to know what to do at the right time. She treats the students as if they were adults, yet keeps them properly in their place. She doesn't "fly off the handle" and doesn't come right out and give one the "dickens." If she disapproves of your actions or work, she tells you quietly yet firmly and why.

She appears interested in each individual and most of all she has a sense of humor.

316. I liked Teacher A best because her instructions to the class were efficient and accurate. She regarded each pupil as a student, picking no particular favorites among the class. She required the work done in an efficient, neat, well planned manner, and the work had to be done on time, unless there was a very good excuse. No student received a mark that he didn't deserve because the check of class recitations and written work was done by points. The student also kept a record of his points to compare with the teacher's.

317. The teacher I like best is interested in his subject, takes a vital interest in the thought of each member of the class, stays after school hours in his classroom so that any member of his classes can come in to see him or to get help from him on their lessons, and is, I believe, a Christian in thought and action if a teacher in a public school could be.

318. The teacher that I have enjoyed working with is a woman. She is very likable in her appearance, character, and ways of expressing herself. Miss "A" has been known to put herself out in many cases in order to make things that seem impossible practical. In giving tests she does not give simple questions but questions that make us think just a little more than usual.

319. The teacher I liked best was incidentally the hardest teacher in the school. Teacher A was very strict in class recitations. She was a little lenient to the pupils in regards to behavior, *i.e.*, not harsh. She taught in a precise manner. Explanations were thorough and easy to understand. She had a pretty good sense of humor at the right time. Made the pupils think and reason out for himself the truths of the matter involved. She was cautious.

320. Teacher A taught in the best manner. He was kind and tried his best to get the subject into one's head. He explained all the work and drove only the slackers very hard. He was patient with the slow workers, but he taught them just the same.

321. Teacher A was hard. He made questions in such a way that the pupil had to think hard to answer them. He had a sense of humor. No one thought of talking in his classes, yet everyone liked him. If a question was asked, if no other pupil could answer it, he answered it "right to the point." The different topics taken were thoroughly learned and understood and not just memorized.

322. Teacher A is the best teacher I ever had during my four years' experience in the high school for the following reasons: 1. This teacher has equal treatment to all students, boys or girls. 2. Punctual in every undertaking, always ready to help students who are needy; accept discussions between his pupils and Teacher A. 3. Has no favoritism, boys or girls. He is not revengeful. He doesn't want to miss any single minute in the class for useless things. He explains well the lesson if the students do not understand. He is very strict.

323. I liked this teacher best because she was modern, up-to-date, and human. I think everybody in the class liked her. She was middle-aged but right up to the minute about things which were happening in the outside world. She could appreciate a joke and knew how to tell a good joke. I believe that I learned more from this teacher than any other teacher I had in high school. She knew how to put her subject across to the pupils.

324. I like this teacher because he is frank. He seems to know all the ways that some students have in shirking work, bluffing, etc. He can tell by the expression on your

face whether you are taking notes or wasting your time drawing pictures, etc., in your notebook. He will tell you frankly what he thinks of you. I also like his methods of making certain points clear by explanations, diagrams, etc. He will help you if you show genuine interest in your work; otherwise, he has no time to waste.

325. I liked her because of her human attitude in class. She thought with the pupil—not against him. Taking part of the lesson, she would talk it over and put it in such a way one could readily recognize the connection with the external world. She was the best "understander" I have ever had. But I liked her most because she was "one of us."

326. I liked Teacher A for the following reasons: He tried to understand each student individually; the amount of home work was within reason; he gave it in accordance with the other home work; he was always willing to explain things thoroughly; made the subject more interesting by giving us experiences he had himself, which made things clear in all our minds; was willing to help you with outside work; when he gave a test he did not try to cover a whole term's work in one test, but divided the test equally throughout the term, covering the most important topics; he was always ready to give you a smile; never did I see him cross, and no one in the room disliked him. His personality was his greatest asset. And he was very neat in his appearance.

327. I liked Teacher A the best for the following reasons: 1. Because she made you work hard to get the best out of the subject in the shortest time possible. 2. She tried to make you prepared for your career when you got out of high school. 3. She was always pleasant and friendly and willing to see your side of the question.

328. I liked her because: 1. She knew her subject from *A* to *Z*. Besides knowing what her textbooks said, she took

an active part in local politics (she taught civics). This, of course, added both interest and value to her course. 2. Everyone in her classes had the freedom to express personal ideas on any subject, but they had to make up their own mind as to what was right or wrong. 3. She showed personal interest in every pupil, telling them when their work was falling down or coming up and giving people chances to make up back work by staying after school every day to help them. 4. She had a good sense of humor. 5. She held the respect of every student because she respected their opinions. 6. She was strict and a lot of work was accomplished every day.

329. Teacher A whom I have in mind has combined qualities which make him my favorite. He is pleasant and humorous, is tactful, and speaks in a well-modulated voice. He is extremely reasonably-tempered. He possessed what every successful teacher should possess—a good general knowledge of all things and especially things generally associated with his subject. He has traveled the world over and can speak of things candidly. He possesses the rare quality of "getting at" a student, that is, without seeming to "pry" out the answers to questions. He handled backward students especially well, had no favorites, and never caused a student to feel ill at ease.

330. I liked this teacher the best because he was fair to everyone. He made each student feel as though he were something more than just a student—an individual who had to form a personality of his own to the best of his ability.

331. The teacher I liked best was very genial and had a lovely disposition. I believe the fact that she was married and was sending her two sons through college helped her to understand her students better. The old-maid school teachers are not very interested in the children and never try

to understand them. This teacher gave enough school work, but she let you see to it that it was done and didn't nag at all. Your results spurred you on.

332. Teacher A was liked by almost everyone. I liked her because she took such a seeming interest in her work that she made the rest of us become interested. She brought to us accounts of the outside world which we would never have gotten any other way. She did not put her teaching over in a routine manner. Everything was informal and she got even the laziest students interested. She was a teacher of Business English, which is a hard subject to make interesting for anyone. She would discuss other phases of our life with us which were not required in a little book put out by the Board of Education.

333. The teacher I have in mind, I believe has "it" for teaching a class of students. She lets the students be on their own, never bawling them out, but politely telling them they are out of order. No student has taken advantage of her, which shows she must mean business, but she sure has a way about her that is excellent.

334. Teacher A compelled me by her personality and understanding to become interested in my work. She seemed to have the faculty of discovering in a short time your difficulties, and then she either did away with them or found the best way to overcome them.

335. She has a very lovable personality. She believes in working when it is time to work and playing when it is time to play. She has a complete understanding of her subject and knows how to put it over. She understands young people and can analyze characters. She shows no favoritism to any one student, thereby gaining the love and respect of all.

336. To me, Teacher A has been the teacher I have

best liked through all my years of school. She never allowed herself to be partial to any particular student, was always fair and honest to all. She was able to maintain order but indulged in jokes and merrymaking with her class when she saw fit. Her sympathetic understanding made her loved by all. She treated her students with perfect consideration and trust.

337. Teacher A is one who has a pleasing personality that doesn't think that the generation is going bad; who is willing to help when asked and trusts you always. One who is a friend rather than a teacher and is one who I feel could be set as my ideal and be proud to say I know her. She can keep order, not because the student thinks he has to, but by means of her intelligence can freely keep the attention of the class by making the subject she is teaching interesting. This one is loved by all.

338. She has more patience than anyone I've ever known. She is very polite and fair with the students, never causing them any embarrassment on account of work they made poor grades in. She seems to take especial interest in each one, calling them up to the desk when they need help. Another teacher I like very well is a man. He is very considerate but, if you try to get away with anything, Oh, Boy. He demands you to be honest and to "stick to your principles." I think this kind of a teacher can do a great deal in giving commercial students a businesslike idea of their work.

339. I like Teacher A because she was frank and did her best to answer any question put to her, no matter how personal the question was. She wasn't a beautiful person but her character and lovely personality were outstanding. Her appearance was neat. She had a great sense of humor and even while scolding the pupils had a smile on her face. I

don't think she had a single pupil who didn't just love her.

340. Teacher A knows her subject and is often giving side lights on her subject, which are from her personal experiences. She keeps up with all things which have anything to do with her subject. She tries to keep the student interested in outside work and prepares them for harder work the student will have later on. She bawls you out and smiles at you. But she makes you know that she means what she says.

341. He is honest. The work is presented in a way that we really learn what we should. He doesn't go too much into detail but picks the important points, the points we should know and remember. He explained things thoroughly and made charts and diagrams which have made governments easier to learn. I have really learned a lot from him. He isn't too easy and he gives plenty of work, but most of the students like to do this work under his leadership.

342. To my mind Teacher A was not "a teacher" as the word signifies, but she was a friend, a pal, one whom I considered my best friend, one whom I knew I could turn to, one whom I could confide in. This teacher I have in mind is a very good teacher and knows her subject thoroughly. She didn't consider students as though they were just human machines, but she treated them as her real true friends. I'm for more teachers like this one.

343. Teacher A is, in my opinion, the best teacher that I have had in high school because she has a fine method of imparting her learning to the students; she is exceptionally broad-minded and is very learned. There is no partiality demonstrated by her in any of her classes; her system of marking is the fairest of any of the teachers, and she does not limit the minds of her students nor enforce any of her own opinions upon them.

344. I liked this teacher because she has always been considerate of all of her pupils, boys and girls alike, showing no partiality. She has three daughters of her own and knows how girls feel about things. This teacher does not make the work too easy. She is strict but kind. I wish they had more teachers like her.

345. Teacher A gave you to understand that what you do or accomplish is what you gain. You are the one who is doing the learning and it's for your own good. The teacher is to help you, not to play watchdog and try to drum home work out of you. She was very considerate and was willing to do anything that might help you. After an understanding like this the pupils would feel rather low if he did not do his best.

346. She taught us the work that we would need most and fixed it firmly in our minds. If one did the work that was assigned to them, she would always stand by them and do her utmost to make an excellent student out of them. She taught us work that should have been taught to us before and was very considerate to the students when they had a hard fight to learn it. She honored those who were willing to do their work and get their assignments in on time. She took her students into her confidence.

347. I liked Teacher A because she always helped the pupils with their work or with any other difficulties. She helped me to become an honor student because she had confidence in me as she did in all of her pupils.

348. I liked this teacher best because he was teaching a subject that was as dry as a desert, namely, commercial law; but the manner in which he taught it made it one of the best liked courses in school. He was somewhat collegiate and met the students more than halfway. Being a man, he liked to discuss the problems of life.

349. A teacher that can understand pupils of our age; a teacher that can laugh when there is something really funny but not silly; and also be serious at the time when some one is trying to be silly. A teacher that teaches in an easy and interesting way.

350. Teacher A, I believe, was liked by not one but all of her students. She was a marvelous teacher, thorough, critical, yet very human. She was quite young, 28, and a teacher that seemed to enjoy and dote on teaching her pupils in a friendly manner. Her subject was English and journalism, and as she taught she just seemed to analyze her class's thoughts and tell the class the exact things they wished to know. Not partial.

351. Teacher A had a respect for the student's opinion and if he did not always agree he would not contradict in any rude fashion but would help us by giving us constructive criticisms. He was fair and square in everything and I never saw him lose his temper once in the two years I was one of his students.

352. Teacher A is very modern in his ways of teaching, making the course interesting by giving his own point of view and taking into consideration ours and the book's view. He is near the age of 34, has graduated from college two years ago. His ideas are good. I think that teachers should have to take a P.G. course at a university to renew themselves with the problems and to get acquainted and closer to the younger persons as Teacher A has.

353. Teacher A was intelligent, frank, and friendly. She made a student feel that it was entirely up to him to "make the grade." She was never loud and vulgar, but always refined and firm. Above all she never meddled into your private affairs. Boy friends, etc., were your own business. She made a student feel like they were in college. Her

attire was neat and attractive, her voice clear and modulated. She had an air of loving her work and transmitted that feeling on to the student.

354. Teacher A is the one I like best because she not only knows how to teach her subject, but she has a great deal of patience. She is patient with the slower students, and she handles her class so that the best were not retarded and the poorest not accelerated in any way. She has a very pleasing personality and is easy to get along with.

355. Pleasing personality, neat clothing, very sympathetic, talked over your problems showing you both sides. Was a friend to all students, showed no partiality. If you were a poor or good student, her attitude was the same, which made the poor students want to work and the good students to work harder. Has a clear speaking voice. Her diction is perfect.

356. The teacher I have in mind was also a counselor. She had a way of being very friendly and yet working you to your utmost. She was middle-aged and had a great deal of experience with girls and boys, too. She had traveled much. She did all she could to help any of us out of trouble.

357. The teacher I like best is one who has real interest in the subject, not one that the minute the bell rings he or she is out of the room almost before the students get out. The teacher I like is the one who clears up all difficulties and will not let you go a day in a daze. This favorite teacher does not rush out at the end of the day but is willing to correct and tell you your mistakes.

358. A fair-minded man, who treated each student as he would his son or brother and immediately became popular with any class. Any problems that one wanted to discuss or ask advice about gained his interest, and all his help or advice was for the good of the student concerned. His

punishment of the so-called "evildoers" was easy at first and increased as time went on. However bad they were, he still treated them courteously and made these individuals feel ashamed. Thus his classes were continuously orderly and progressive.

359. Because he is very helpful, helps you every way possible to your advantage. He looks ahead for you.

360. The quiet, persuasive teacher, who has an influence not evident. She smiles most of the time and knows when to laugh. She keeps the class in perfect order and makes the class enjoy doing their work. Her side-line talks make the most uninteresting subjects alive. She is not "easy" in any sense of the word, but her work does not keep one awake burning the midnight oil.

361. Teacher A is quiet, sympathetic, and understanding. She has a son who has gone through high school and from him has learned high-school trials and troubles. She sometimes gets off the main topic of study and we receive valuable advice which sometimes concerns the subject and sometimes doesn't. This period is an agreeable one and we all appreciate this teacher, who can thoroughly teach us our subject and at the same time make it pleasant and teach a sort of philosophy of high-school life besides.

362. Teacher A always seemed to lay more stress upon the learning of how to be a man rather than teaching the subject. In other words, character came before the subject. This teacher always desired to help the student in every possible way and encouraged the student to reveal his confidences in order that he might be helped. Teacher A was not partial to any student or group of students, regardless of color or race. As long as a student would meet him halfway, he would do the rest.

363. Teacher A was my favorite because she did not favor anyone in class. When some one did wrong, she was willing to give them a second chance, not because she liked them, but because she was a good sport. She never "kept the whole class" because some one threw a spit ball. She made herself so lovable that one felt almost uplifted after confessing some wrongdoing and receiving her scolding; consequently everyone tried to behave for her.

364. Of all the teachers in high school that I have had, Teacher A influenced me more than any other. She had the sunniest disposition imaginable; no matter how depressing things were, she always had a kind word for the students. The subject, Biology, which she taught I simply detested but studying under her I not only learned to like it but I even began to look forward to the period when I had it. I remember once when she was giving us home work to do I made some smart remark which she overheard. Without even pointing me out she said, "Oh, some one is always making the world blue for some people." That cured me. By a simple tactful remark she had corrected and dismissed the incident.

365. Teacher A is a teacher that understands children. She has given me every possible advantage in her classroom and subject to make good, of which I am proud to say I have, thanks to the teacher. Teacher A has not only taught me the subject well, but also made me improve in character and improved me in discipline and initiative.

366. Teacher A was great! It would be impossible to do her justice in this space, but here are some of her many wonderful qualities. She was sympathetic; she never shrugged her shoulder and said, "That's the way they'll do in college—practice now." She made allowances for ill-

ness, etc. Her classes were informal, and she was able to draw the best from her pupils. She met us halfway; if we had ten minutes at the end of the period to study, we didn't have to; but the work had to be in the next day. She encouraged outside activities, but best of all, she made us feel that she was one of us, would help us, understood us.

367. The reasons why I liked this teacher are: 1. The teacher did all she could to help us. 2. Put our troubles before hers. 3. Treated us like friends. 4. Sacrificed to make us enjoy work.

368. I liked Teacher A the best because he knew exactly what he was doing all the time. He very seldom made mistakes and was always considerate in anything being discussed. He had complete control over his pupils, yet everyone liked him. If a pupil asked him a question he would answer it fully and explain everything if he thought the pupil was interested. He had much patience with the pupils and no one was afraid to ask him anything—he was more of a "pal" than a "boss." He was very fair in grading pupils and no one ever complained.

369. Teacher A was the best liked teacher in my high-school experience. I studied under him for three hours a day and am the richer in intelligence. Being a boys' class made it possible to explain freely and plainly his experiences in life, thereby benefiting my character. Forewarned is forearmed in my case.

370. My favorite teacher is a man. I select him for I sincerely believe he has done me the most good in the way of furthering my education. He has always been a conscientious adviser. I always feel safe in asking his assistance in either direct school work or any other problems I have. He is always cheerful to the class and takes an interest in their

school and personal work. If you do your work right he does not praise you for you are only doing what is supposed to be done; while if you make a mistake he does not "jump all over you" but merely corrects you.

371. Teacher A, whom I consider my best teacher, had the following qualifications: 1. Practical knowledge given to students (through experiments). 2. Greatly interested in her work and her students. 3. Time meant little when student wanted after-school help. 4. Not personal with welfare of students. 5. No race injustice. 6. Not partial. 7. Beautiful appearance and character. 8. Well-mannered.

372. I submit the following reasons for liking Teacher A. 1. Teacher A was a man. 2. He understood life as it really is and treated me accordingly. 3. He treated everyone the same way and didn't play favorites. 4. He honestly tried his best to teach everything he knew and made us understand. 5. He was like a father to all of us and took a special interest in all our troubles.

373. During my high-school course I have come in contact with Teacher A in many ways, such as: teacher, friend, and helper. The reason I picked out this teacher is because he seems more interested in his pupils and does not consider his job through when the bell rings at the end of the period. Whenever we need help, advice, or counsel, he is always willing to drop his work and help us out. He is the only teacher I have ever had you could talk frankly to. In other words, he has the full confidence of the class.

374. The teacher I have in mind is not necessarily good-looking, but she knows thoroughly the subject she is teaching. Uses a psychological viewpoint in judging students, gives liberties but keeps the children under strict control,

has a pleasing personality, isn't in the least stuck up, greets you wherever she may meet you, and does not favor or give any certain one the breaks.

375. Because of his winning personality, because he treats everyone the same. He makes a man of you. He has the same ideas the boys always have. He has a way of asking you to do something for him, and you can't help but run your head off for him. He is always willing to listen to reason when you are in trouble. He puts school spirit and fight in you, and that alone in my opinion is enough to make him any favorite teacher.

376. Because of her fine personality, friendliness, and kindness of heart, I became attached to her. Knowledge of handling of students helped to win my respect, coupled with her frankness and broad-mindedness on all subjects. She widened the outside world for me and I gained more by her teachings and personal conversations than any other teacher. I was perfectly willing to study for this teacher because of this.

377. She was able to understand her pupils, to see through their various moods and conditions of mind, and taught them accordingly. She made the work interesting. She was neat in her person, inspiring. Took the students aside and showed them their faults and did not parade them before the class. Made allowances for mistakes.

378. Teacher A has helped me most in the subject I like best. Though I must admit this teacher has numerous faults, he tries very hard to perform his duty and is unaware of his faults. I should like to tell him of his faults, for he is my friend. One of his faults is that he cannot take criticism. I liked this teacher because he educated me in the line I love.

379. Teacher A was a man teacher. I liked him because he did not always hang a threat of punishment over every

task he gave us. He did not show favoritism and did not impose added written work as punishment for not doing lessons. He asked you to stay after school hours and then explained why you should have done the work and then went through the assigned lesson with you. He did not bluster about the room or come sneaking up behind you to see if you were doing your work.

380. I like Teacher A because she took a personal interest in me. She told me how to go about my work and in the manner that it should be done. She told me my bad points and told me how to overcome them. She did not pet me or spoil me.

381. Teacher A is always considerate. Her temperament does not become ruffed. She knows interesting facts as well as fundamentals about her subject; therefore she can make a course more vital and personal. Teacher A maintains her distance but is not frigid, unkind, or unfriendly. Teacher A always employs the best of manners and the highest of courtesy. Teacher A disciplines quietly and effectively; she can keep order without tactless remarks.

382. Teacher A is a married woman. She has had a son and she understands the ups and downs, the desires and dislikes of the younger generation. She should be a dean of girls instead of a teacher. She is very sympathetic and one can go to her and tell her one's troubles without feeling that she will lecture to you. She is just as nice to a person in the classroom as outside.

383. Teacher A has a way of teaching a class that shows that she is frank and kind. Her smiling, pleasant, friendly attitude toward each pupil showed her interest in each individual as well as the class as a whole. Being a biology teacher, I had occasion to bring nature objects to her room before school, and in fact I was usually down

there every day before school with several other boys and girls. The outstanding qualities may be summed up very well by saying, as it really seemed, that she was more like a personal friend instead of a teacher.

384. 1. Impartiality. 2. Absolute fairness. 3. Regarded each individual as a unique problem. 4. Accommodating. 5. Pleasant.

385. Fair marker, sense of humor, not "stuck up"—was willing to be a friend to the pupils; did not butt in when the student-teacher was teaching and burn her up. Did not try to crack a lot of bum jokes that you had to laugh at; has no "pets."

386. I liked Teacher A best because she was calm—never got excited and held the attention and interest of the class every minute. She was never cross or agitated, yet was a very good disciplinarian. She was attractive looking and dressed well in good taste but not extravagantly. She had a pleasant, sincere smile. She knew her subject well and knew how to teach it. She was always sincere, and fair and square with the students—they appreciated this and didn't try to put anything over on her because they knew they couldn't get away with it. Above all I think she understood high-school students and their problems and was always sympathetic but not soft. She knew how to make you work and like it.

387. She was my favorite teacher because she had dignity in front of the class, yet was not too formal or stiff with the pupils. She had a very sweet disposition that just made you like her. She had a sense of humor which was really a sense of humor; I mean she did not frown on the class when they thought something was funny, but laughed with them, if it was really funny, and then after it was over that ended the matter. She knew her subject extremely well

and presented it in a very interesting manner. Although not beautiful, she was nice looking, dressed tastefully, and had a pleasant, sincere smile and a nice, soft voice.

388. I enjoyed Teacher A best because he isn't serious-minded in everything. At the beginning of the period he cracks a joke and everyone laughs and feels happy; then we settle down and study to beat the band. At the end of the period, when we are all tired, he cracks another joke and we all go out happy and forgetting our tiredness.

389. This teacher would always listen to your trouble, see your point of view and give you sound, useful, practical advice. She was never stand-offish and you could regard her more as a personal friend than a teacher. You always felt better after a talk with her.

390. She has a rare personality. One never knows what she will do next. She is joyous and completely unself-conscious. We have the feeling that we are working with her, not under her. She is enthusiastic. She is not beautiful but one thinks she is because she is so fascinating in her variety of expressions. Her knowledge is not confined to the subject she teaches. She makes her subject exciting.

391. Teacher A is always cheerful; she can take a practical joke and yet the class is not always in an uproar. She is friendly and jolly and ready to hear and answer any question, not necessarily about school. She likes and takes part in the activities of the school. She explains all work in a way which anyone could understand.

392. Teacher A is very sympathetic. She is a teacher who follows a definite outline of work and sticks to this outline. She is very systematic. Teacher A is very human and seems to have a place in her heart for all the trials of life as well as school life. This teacher takes an interest in all of her pupils from the least intelligent to the most.

393. The teacher that I liked and admired the most taught me in a pleasing way to be courteous and respect others. Then, too, Teacher A can get work out of all the pupils in the class without making enemies, but making friends instead. Of course this teacher can be hard and command you to study in a way that does not offend you but still has the proper influence; this I admire very much. I'll say this, she is loved by all her pupils that I have known.

394. Teacher A is my ideal teacher because: Her object is not only in teaching her subject, which she has spent years in studying, but tries to improve students' character, physical carriage, and teaches us cleanliness in thoughts.

395. I like Teacher A the best because she is not too old to forget the frivolities of youth. She has a sense of humor but does not let it interfere with her work. She and the class have talked often in spare moments of international ideas and situations. She acknowledges her mistakes.

396. The teacher I liked best was one who took an interest in her students, studied them, sympathized with them. She understood high-school students. Although quite an old woman, she had grown with the times and you could tell her anything—things that you would be afraid to mention to anyone else, sometimes even your parents.

397. Teacher A was sometimes called harsh—she was quick to anger but also quick to laugh. While her requirements were severe, she explained fully and clearly what she wanted and expected of students.

398. I have not had Teacher A as an instructor, but the personality she reflects draws my interest and regard. She is very intelligent among the class classed "teachers." She talks in such an understanding mien and with such a complete knowledge of the younger generation that I actually love her. She is a grandmother and mother; therefore I

feel she has a reason for her common sense. I would turn to her in any trouble.

399. The teacher I liked best was very reasonable in the ways of dealing with students, never lost his head, but simply made the student do his work by giving him a chance and by teaching him how to learn and do it. He was patient and at the same time very strict. He dealt with his pupils as if he were really interested in them as his sons and not like mere students. He never demanded of the students complete knowledge of their lessons but instead made them realize that "study is the mother of learning."

400. Teacher A is the teacher I liked best because of his personality and his ways and manners of teaching. His classes are very informal. A student may progress as rapidly as he wishes in Teacher A's class. Marks on report cards are not the goal pupils strive for in Teacher A's class, but rather they strive for self-accomplishment and self-development. Many pupils take any means to obtain good marks, but Teacher A says that marks mean little to the individual; it is self-development that counts. It is not only enjoyable, but it is educational to work for Teacher A.

401. I liked Teacher A the best for a number of good reasons. Teacher A demanded that the students respect her and she in return respected the students. No partiality was shown, to one or two students, whatsoever. Teacher A was very courteous and through her being courteous the students followed her example. She also taught each and every member of the class that we all make mistakes. In class, if a student did something that seemed awkward, fun was not made about it, but Teacher A would show the student his mistake and the class would be benefited by it.

402. My reasons for liking Teacher A the best during my four years of high school are: Teacher A knew how to

understand boys and what they liked to do. Teacher A did not teach out of a schoolbook, but from a book of regular life. Teacher A had us think of him as one of our school chums. He also set the examples for us to follow and for these reasons I believe Teacher A is the one I have liked best.

403. The teacher I liked best had a remarkable sense of humor. There was but one or two times that this teacher ever spoke harshly to any of the students and that was when they really deserved it. This teacher spoke to us frankly and friendly, treating us more as equals but still letting us feel the greater experience that she had had. We were permitted to express our opinions freely without fearing any rebuke from the teacher for being wrong. Class discussions were encouraged, many periods being devoted to this alone.

404. Teacher A believed in hard work, but there was always time for a good laugh. This laugh was never overdone. Teacher A never seemed to get mad but there must be no foolishness. The old saying, "All work and no play," etc., must have been this teacher's motto. Teacher A always greeted all class members the same, no distinction being made in her class. Never saw this teacher with a frown on her face—always smiling. Teacher A taught me more because of her attitude, she made you feel like you wanted to work. Teacher A was an ideal teacher.

405. I liked Teacher A best because she had a way of making you be accurate in your work and helping you to remember facts by giving them to us with humorous examples. She had a perfect sense of humor, and I think this is needed to make you like the subject and class. Nothing can make a class more "dry" or a subject more dull than a teacher who is "too serious."

406. I liked Teacher A the best because she made me

think more clearly about the subject that used to be very hard for me at the beginning of my high-school course. Teacher A was very strict, but I like strict teachers because one learns more rapidly when one is forced to study. The subject of shorthand had always held a sort of terror for me and I entered the room with fear in my heart that I would not pass. Teacher A gave me a very clear understanding of the subject, made me study and concentrate to the utmost of my ability. In this way I mastered the subject I had not expected to.

407. I liked Teacher A the best because she seemed to understand the students and to enjoy being with the class. Teaching appeared to be a pleasure to her rather than a day's work for pay. She made it a point to meet and know all of the students as far as possible.

408. I like Teacher A the best because: She could see the other person's viewpoint. She treated her pupils as equals. She let you express yourself in your own way. If she was in the wrong she said so. She took her subject seriously and understood it. She didn't act bored but as though she would rather be teaching that subject at that particular time than be any other place in the world. Last but not least, she had a sense of humor.

409. The big reason that I liked this teacher the best is, she seems to have a perfect understanding of every student she teaches. She always has a smile on her face; she can laugh at a joke told by a student as easily as one told by herself. She believes that every student, it doesn't matter how dumb he seems to be in her class, has some powers hidden somewhere that if awakened would surprise even himself.

410. With Teacher A, every day was a new day. If on a previous day I had done something Teacher A disliked, she

would forget it entirely so that I would start every day with a new record.

411. The reasons I liked a certain teacher was—he only spoke once to you; the next time he made you move by action. He had a genial way of teaching so you could understand him. You never hated to go to his class. He always made the subject interesting and he was always perfectly frank in anything he had to say; that's why I like Teacher A the best.

412. I liked my English teacher best because she has given me a different viewpoint, not only on the subject, but life itself. She is the only teacher I ever had who showed the real application of the subject. She is very strict on prepared lessons.

413. The teacher that I liked the best in my high-school experience was a woman teacher. She was exceedingly strict on things which concerned our lessons and made us work very hard for her. We never had any time to idle away in class for she made study a pleasure and the time passed unusually quick, which pleased me very much. Most of all we knew what our book contained and could apply it well; that counted most.

414. I like Teacher A best because he knows what he is talking about. He likes his work and teaches for the good of the pupil and does not take on the attitude that he has to teach for a living. He helps the pupils in all their other subjects besides the one he teaches. Teacher A comes out freely and tells you his view on a subject or matter and does not speak to your back. He will help you after school and be helpful in every way he can. Teacher A speaks confidentially to you on your school work and helps all he can. If you are worried by financial trouble he will do his best in helping you get a job, if you need one.

415. The teacher I liked best in all the teachers I have had in high school was an English teacher. I cannot tell exactly why I liked her because I was always made to do extra work and I was always criticized. This having to do extra work and being criticized was mostly my own fault in not working as well as I should or could. She was always good-natured and allowed us many privileges such as arguing with her over some point in the lesson or any point that happened to come up.

416. The teacher I liked best had a very effective way of teaching her pupils. She was not the kind of teacher to threaten, but to get the best out of a pupil in a kindly way. If a pupil like myself was not doing as well as they should, she would not rush him to the office as some teachers do, but would have him stay after class for a few moments and have a heart-to-heart talk with the pupil. In this way she got more out of her students than any other teacher I have had.

417. Teacher A is the teacher I liked best of all my teachers. He has studied boy psychology and he understands his pupils' views. He gives hard assignments and lots of work but he also gives help whenever it is needed and very clear explanations. He also has a sense of humor and often breaks the dead monotony of a class with bits of well-chosen humor. If all teachers were like him, school would be a pleasure and students would really learn their subjects.

418. The teacher I liked best was strict; not so strict as to be overbearing, but strict enough to command the respect of all her students and to let them know that they could not just "get by" in her class, but that they would have to keep up with their lessons. Whenever there was anything a student didn't understand, she would give them special help after school so they could keep up with the rest, so it was not her fault if they failed. She had a very keen sense of

humor and, as she had a child of her own of about our age, understood better our likes and dislikes.

419. Mr. "A" was a mathematics teacher. My reasons for liking him best are: First, he gave me my first real understanding of the subject I now like best. Second, he was an easy teacher to learn from, he was patient, he accompanied all new materials with a vivid explanation, thereby making the subject easier to grasp. He was very sympathetic and very understanding. If we had some difficulty and couldn't tell what or why it was, he could always find it and put us right once again.

420. I liked Teacher A the best because she was fair in dealing with all her pupils. She was respected by every boy and girl in the school. She made her lessons very interesting. She made the lessons not only a vivid picture of the real happening, but you could see and live through that certain phase of life as it was lived then. She was also strict with the pupils. She was very well educated. She mixed with the girls and boys to make her acquaintance with them more influential. She was also full of vigor and always had a good bearing on students.

421. I liked Teacher A because she spoke and taught us on the same level and by doing this we did not lose our respect for her. She did not always follow the book, but gave us examples of human interest. She was a teacher to whom you could take your troubles to and talk to as a friend or a sister. She planted many ideals in my character. She did not try to make us feel inferior but rather on the same level as herself.

422. I liked Teacher A the best as he took us into his confidence and explained the subject thoroughly. I liked him also because besides explaining the work to us he was jolly and was always cracking jokes.

423. I liked Teacher A because she rarely ever scolded or used physical means of punishment and yet she had one of the most contented and orderly classes I have experienced, which is saying a lot. She seemed to be able to get at the root of any trouble we had with our lessons and gave everyone a chance. She was always pleasant and had a way of explaining difficult parts of the lesson clearly. She showed in many different ways that she knew what she was talking about.

424. The teacher I liked best was an English teacher. Teacher A was a student along with the members of the class. He helped the student when they needed it; he explained his point more thoroughly. He had his own ideas and did not rely completely on the book. A real fellow, was Teacher A. His style was very much better than any other teacher I have ever had. "He was a man."

425. I liked Teacher A because she had a sense of humor and could perceive humorous situations even in the classic poet Homer. Also, she had an unlimited collection of jokes and humorous anecdotes that she would relate even if it was in the middle of class recitation. She didn't always stay with the subject she was teaching either. If she wanted to talk history, politics, or how long it would take to make a jelly bean, she would do so. Her classes were always interesting and instructive. She also had an ironic manner of speaking and could readily make an overly impudent pupil feel like the proverbial "plugged nickel."

426. Mrs. "A" was an English teacher. All of her classes were very interesting, both in work and morale. We all got along very nicely in her class because every day there was something different. She made the students like her by the clever ideas she had of undesirable things which happened in her class. At times she used her highly developed sense

of humor to a great advantage but she could get more serious than any teacher I have ever had.

427. I like Mr. "A" because: He is a joking, fun-loving fellow. He respects peculiarities of his students and does not make jokes on the fellow who knows not how to take it. He is a serious, conscientious worker and knows properly the time for work and the time for play. He is one of those teachers who not only wants to teach, but wants to learn, and these he does in a kind, respectable manner. Everyone likes him, and he is old enough to understand how to make you laugh at him, without detracting in the least from his seniority.

428. Teacher A was a friendly, frank teacher. She always had a smile for the pupils in the class. When you were at your most despondent moment and you thought you would fail for the semester, she urged you on and told you to put the very best you could in the work. The result was you triumphed over failure. That is why I liked her.

429. Of all the teachers I have had in high school, I prefer Teacher A. The main reason I prefer him is because of his well-balanced class hours. The subject he teaches involves many technicalities but his classes never become bored. He shows many practical applications for the knowledge we are receiving and does not spend too much time on one subject. He will speak on one thing for five or ten minutes, leave it, and return to it the next day for a brief period. He always seems happy and is never below a few humorous remarks. If somebody displeases him, he does not rave before the class, but simply drops the hint that one had better get to work.

430. Before I went to Teacher A, I had just seven years in English and hadn't learned a thing. She tried to encour-

age me and not discourage me like most of the rest had done. I had never, since grade school, turned in a neat paper. I turned one in a little neater than the rest and she complimented my paper and told me I was doing better and from then I kept trying to turn out a neater and better paper. This teacher taught me more in one year than all my English teachers have because she made me want to learn.

431. I liked Teacher A best because, when she knew I was unable to understand the work, she explained it thoroughly. If she knew that I was slacking in my work she would come to me and help me, and encourage me—"encouragement is my pull for better work." She seemed to take more interest in me than any other teacher.

432. I liked the teacher I had the first year of junior high school because she understood me. If I didn't understand something she would not glare at me and say I was dumb or I didn't use my brain, but she would explain things and treat you like an equal. She was greatly interested in composition writing and so was I, so we became good friends. I was by no means this teacher's pet. If I wasn't prepared she would call me down like she did the others and she made us work; every night we had one hour of English to do.

433. The reason why I like Mr. "A" the best of all my teachers is because he certainly made school work a pleasure. He also put over his teachings very well. He was a very pleasant fellow, but every student knew that, no matter how much joking he did, behind his smile he was strictly business. He never gave assignments that could not be carried out, but he certainly expected them to be done well.

434. Teacher A was my ideal. She was a good sport, sincere, always wore a smile and had a cheerful word for everyone. She was always neat and clean. She knew how and

what to wear. Although she wasn't a walking wardrobe, she gave you the appearance of having on something new, no matter how long she wore it. Her hair was always in place. She was a teacher liked by everyone because she was straightforward, honest, and a good teacher.

435. I liked Teacher A best because he lived the subject he was teaching. He gave incidents which made this subject easy. He was in no hurry and would give any pupil his time to explain that which was not understood, yet he did not take up class time for anything that concerned only one pupil. Outside of class he was sociable, never passing his pupils when unnecessary.

436. The teacher that I liked best was one who was very understanding. She seemed to me more like a big sister than a school teacher. She was always pleasant and never said one cross word to her pupils. When she was showing anyone where they were wrong, she always did it in such a way that it left more of an effect on them than if she had got angry and scolded them. Almost everyone went to her when in trouble. She taught us a lot of valuable things.

437. I liked this teacher the best because she made me feel as though I just wanted to get my lessons. She would tell us that it was up to us if we got anything out of her class or not. She put the students on an equal with herself; made us feel as though we knew a little something. She has a wonderful disposition. I have never seen her angry. She will sort of bawl you out, instead of getting angry and losing her temper. She is so sweet and lovable that I just love to go to her classes. I have her twice a day, and I enjoy those two periods more than any others. There are lots of lessons to prepare for this subject, but I enjoy doing it with all my heart. Teacher A makes it so.

438. I liked Teacher A best because she was not cross or

continually calling the students down for not grasping the meaning of her explanations immediately. For the slow students she had encouraging words and for the excellent students she had respect. She was always willing to take a little time after school for the slower pupil but unwilling to take the class time for scolding a pupil. This teacher was liked by all her students and all her students were willing to work for her. She made the students work hard but they were willing to work for her.

439. She is an English teacher and is one of the best teachers I have ever had. She would teach you the subject so that you could really understand it. She knew the subject she was teaching and tried to the best of her ability to impart this knowledge to her students. For example: when we were studying Macbeth, she told us of her visit to the country where it took place. She also helped us interpret the story as it should be and was being interpreted by experts. This teacher was also good in grammar. She was very strict and did not allow her pupils to get behind in daily assignments, which helped considerably. She is very popular with her pupils and all of them like her. Whether they get a high or low grade, they know they are getting a fair deal.

440. I liked Teacher A best because: She is fair and square with each pupil. She knows how to encourage us. She is jolly and yet makes us understand that we must have our work in on time. She very seldom gets mad and, when she does, we are scolded and the matter is promptly dropped. She does not scold the rest of the hour or take it out on the rest of the classes. She is never sarcastic. She always gives one a chance to express their full viewpoint on a subject. If you gave a wrong answer, she corrects it in such a way that your feelings are not hurt and you do not get mad.

441. I liked Teacher A best because she had a way of going about things which attracted the pupils to do their work. She always had her work planned and figured out so that each day she was ready at the beginning of the period to start her lesson. She had her work so that it was equally balanced day by day and no one was allowed to "slack" in their studies. She absolutely required her lessons prepared each day and always kept the pupils on the go.

442. She not only took an interest in the teaching of the pupils but took a social interest in them also. She understood boys and girls, knew how to bring out the best in them. Her method was such that it spiced up a seemingly dry subject. The boys and girls strove to do their work, if not for themselves for her. She could talk to a downhearted, discouraged pupil and make them feel her equal and that she was trying to help them as a dear friend, a "pal." She took particular pains with those who showed a desire to learn rapidly and encouraged those who didn't.

443. The teacher I liked best during my four years of high school was my advanced mathematics instructor. He was a genial man, seldom coming to class and "taking it out" on the students for something that has gone wrong earlier in the day. He was a patient man, working with the slower students until they had reached the standard of mathematical knowledge he thought they should have. The classes he conducted were not tiresome and dragged out but seemed all too short because of the way he brought in outside items of mathematical and scientific interest to us. He seemed to be a close friend and acted like one instead of being just a teacher who was thinking up more ways of getting more work from the students.

444. My Teacher A appealed to me because of her ever smiling face, always willing to help one, and also being the

type you felt free to ask about something, no matter what the question was. There was no need for her to use force in order for students to obey her, for her friendly attitude made everyone love her. Work with a few of her smiles and pleasant words was far from drudgery.

445. Teacher A was a person who knew the subject he was teaching. When he answered a question one was sure that it was the correct answer. It gives one a feeling of confidence and respect for a teacher when he is sure of his subject and it soon becomes evident if a teacher is in doubt. Teacher A was good-humored and understanding—always willing to help those who had difficulty in understanding the subject. Often he would launch forth upon some current topic and spend half an hour or more discussing it. It would be just like a friendly chat with a very close friend, and one would learn a great deal from it.

446. My Teacher A became that in my mind because, primarily, of her attitude toward the students under her. She had a refreshing sense of humor, not to the point of being effusive, but so that you did not feel the "tenseness" you encounter from some teachers. She was one of the best informed women on all subjects, her own in particular, I have ever known. Incidentally, I learned very much from her. After all, the ability to successfully give instructions is no mean factor to consider in the selection of "one you like best."

447. The teacher I liked best was a man teacher. Teacher A did not hold strictly to the old way of teaching. He made his classes more like a social hour than anything else. He was always willing to explain things and we often had many interesting discussions. Some say, "How could you learn anything that way?" but we found that we learned more there than in any of our other classes.

448. The reasons I liked Teacher A was because he illustrated everything with movements which were not too comical but yet took the dullness out of school. He was always willing to help. Many times he has missed his supper just to help me with something particularly hard. He was erect in posture and seemed to make you admire him and want to be like he was.

449. One of the reasons why I liked Teacher A best was because of his keen manner of thinking; thinking about life, its problems and all of the other things we have to contend with. Another reason why I liked Teacher A was because of his fair way of giving tests and grading them and also in grading you for your month's work. This teacher's class was the most orderly of all, yet we had our good jokes; there was no disturbance of any kind whatsoever during class sessions. Another reason why I liked Teacher A was because he gave everyone a fair chance and did not have several pets. I also liked Teacher A because he taught me how to think and decide upon my own matters before asking for help.

450. I liked Teacher A the best because she left no doubt in your mind about your daily lessons. The lesson for the day was gone over carefully, different students being called upon to recite on certain topics and then a discussion and questions followed the recitation. The next day before beginning our new lesson we reviewed briefly the lesson of the day before. If our assignment was rather difficult, she would go over the lesson to us step by step making notations of it on the board as she went along. She was strict in class, but never sarcastic and never pried into your outside affairs.

451. I like Teacher A the best because he treats every pupil the same. The amount of money that your parents have or the kind of home you come from makes no difference to him as long as you get your work done. After all,

this is what we come to school for—not to show off our financial conditions. When he grades I think he sometimes puts himself in the pupils' place.

452. The reason why I liked this teacher was because she was very broad-minded in judging her pupils; her attitude toward us was one of helpfulness in our school period, and outside of school she enjoyed the things we did and entered whole-heartedly into any sort of fun we were having. Her personality was magnetic and she had the sound, clean mind and ideals of a thoroughbred and a perfect lady in every detail. At no time, though she played, worked and was angry with us, did she allow us to forget that she was our teacher, though she managed to make school a joy.

453. In the four years I have been in this school there is one teacher which I have had who stands out in my mind. I like this teacher because he is very considerate of his students; he is always willing to explain things and makes the class very interesting. I am also particularly interested in his subject. He does not make you study, but he makes you want to study.

454. Teacher A was always there with a smile and she explained her work thoroughly enough so that even the dumbest person could understand. She had only one habit which I didn't like, and that was to stand at the board with her back to the class and expect us to understand her. After you got used to this, it was all right, but many students transferred from her classes within a week of entering because of this.

455. Well, she tells many things that are not in the books; is pleasant and keeps us interested in the lessons and she gives definite assignments every day so there is no excuse if we do not get our assignments.

456. Teacher A was likable because he was able to sat-

isfy all the people or all the students all the time and also made you feel as though he had an individual interest in you. The subject which he teaches is a little embarrassing at times, but he is able to put over the facts in such a way that one feels quite at ease and slightly astounded at his seemingly careless way of expressing himself. He corrected you and made you understand your faults and at the same time made you feel able to do better next time, instead of refusing to try again.

457. I liked Teacher A because she would always help a student out of difficulty. She had a sense of humor at the right time. She was strict at times but always pleasing and jolly. She could encourage a student to work harder and she had a way about her that influenced her pupils. She would help students any time and would give some of her private time for help. She was very pretty and was young and had beautiful curves.

458. I liked Teacher A best because she does not act so cold and superior (which most teachers seem to think is necessary to win control of the class), but treats the class as fellow human beings. She encourages class discussions and asks the opinion of the class concerning the fairness of assignments and makes us feel as if we were really a part of the class.

459. I liked this teacher best because of her unbiased treatment of her pupils, her sense of humor, her defense of the just, and her loyalty to one who was then the center of much controversy—the new principal. She also had an attractive appearance. She possessed intelligence and appealed to us through her youthfulness of manner and her kindness. She was respected also because she would not allow any undue foolishness or crudity.

460. I liked her best because she was thoughtful, con-

siderate and pleasant. When she scolded for a mistake, she did not tear up the earth and scare you to death but told you in a way that it took effect and made you try harder. She was not constantly nagging and telling us what we had to do and keep you in such a suspense that you could not study if you wanted to. She was not quick to give you a knock but always willing to help.

461. The teacher whom I liked best was one who because of his long experience was able to conduct his classes in a manner which made the work seem as an interesting pastime rather than a compulsory study.

462. He was always on his toes, his topics were made interesting as he was well read and could talk about it first-hand. Each and every student was allowed to talk in the discussion as much and as frequently as the student wanted to. The textbook was followed but not taken on a diagram or word for word. He was interested in his students personally and always called them by their first names. He was their age, he didn't try to bring them to his age. He was neat, clean, and very energetic and dynamic. He was interested in his topics and enthused us also. He would talk to us of baseball and all things boys love. He was one of us.

463. Teacher A was good-looking, witty, kind, interested, not too intimate, had a sense of humor, young, patient, not too strict, but able to keep order; full of pep, lively.

464. My favorite teacher became my favorite because of her personal interest in me, and not only in me, but in every member of the class. She felt herself personally responsible for the grades of each student. Many who in other classes did as little as possible were willing to really study in her room. Perhaps this was due to the faith which she seemed to have in each person. When one slipped behind in his grade, she talked kindly but seriously with him

after school. We went to her with our joys and troubles. She was a friend.

465. I liked this teacher best because she was sympathetic with one's views and ideas. She encouraged the expressions of these ideas. She seemed to be personally interested in you and was always willing to give you time for private talks and visits. She always was clear and concise in expressing the assignments, telling exactly what she wished done. She held one to a standard and made one feel obliged to keep up to this. She was simple, direct, and friendly, expecting the best and getting the best from one.

466. She was jolly, had a sense of humor and joined in the fun of the class, at the same time remaining the master of the class. There was no strict routine in her class and yet all our work was accomplished. Without a lot of blustering and threatening, she gave you to understand that your work must come in promptly and on time.

467. I liked this teacher best because he taught me a subject which I had become despaired in trying to learn. He was well prepared, having had seventy-four years of previous experience. He was capable of speaking seven languages fluently. As a matter of fact he knew more than the books themselves. He, because of his age and training, caused one to have a great respect and good bearing while in his presence.

468. I liked Teacher A because she made eyes at me. She also used her head and flunked me.

469. I liked Teacher A because she treated me as a human being and not as one of a "herd." She gave me personal attention if I needed it. She acted as if she was a student with us.

470. During the first year at high school I had Teacher A. I liked him best. Nothing was monotonous or distaste-

ful in this class. He was always jolly and good-natured. In respect to him, the pupils paid attention and learned their lessons. He made the work interesting, and consequently we learned more and received things which have "stuck" with us through school.

471. The teacher I liked the best is one who did everything she could for her students. She was a pal to them and yet a teacher, too. She treated us as individuals—not just a group to be taught a subject. She didn't try to teach the class any of her views, morals, or ways of doing things. She wasn't one of these too-good teachers who think high-school students are wrong—that their amusements are deplorable, late hours horrible, etc. She had a sense of humor, too, and could see good in all.

472. Teacher A is a real person, kind and considerate, yet expected students to work hard and give their very best. She could get more work out of me than any other teacher and was sometimes caustic about it, but I love her.

473. I liked Teacher A the best because he understands the students. He takes an interest in his work and is always willing to help the students and give them valuable advice. He understands human nature and is very interesting. His classes are always interesting and never stale, and because of this the students take a greater interest in their work. He is very broad-minded and treats each student as an individual and studies how he can best help each student with his work. He is always pleasant and agreeable and he expects discipline from the class, which he gets.

474. Teacher A's most outstanding characteristic was her interest in us as individuals. She was never too busy to stop her work and help us, any of us—not just one or two whom she liked—with any difficulties we were in. Teacher A's personality was of the kind that draws other people to

her and everyone liked her, all the students and townspeople. Teacher A understood and liked the subject that she was teaching and had the rare faculty of making others see it as she saw it.

475. I liked this teacher best because he understands human nature. When there is work to be done he is serious, but he can also tell a joke or story. This teacher has a pleasing personality and a pleasant smile. When you enter his room you do not feel as if you were entering a reform school. He does not forget that he was once a student himself. When an illustration is needed he takes it from his own personal experiences and makes the point clear to the students. He will give help to a student in any way possible.

476. I liked Teacher A the best because she assigns the lessons in such a way that one can go right out and do them without asking another question. She is really interested in your work and helps you out whenever she possibly can.

477. Teacher A is not only the one I liked best, but I think he is the best. He remembered that he was once a student and made allowances. Also he allows his students to use their own minds without becoming angry when a student expresses a seemingly radical notion. Instead, Teacher A shows the students how, why, and where he is wrong. Such a teacher builds character, independence, and strong minds.

478. She has a pleasing personality. Although she can be firm when necessary, she is never unduly cross. She seems to have a complete knowledge of human nature and has a way that gains results in the high standards of work in her classes. She seems to have a cheerful outlook on life. She is not old, nor is she large, but she just seems motherly to everyone. I fervently hope her type will become more prominent in schools in the years to come.

479. Teacher A was a perfect teacher; frank in her explanation, yet plain and to the point. She was cheerful and understanding. Helpful in little duties and tasks we couldn't understand. To her the knowledge of her students came first. It was not merely a job to her but a mission in life to help her students to success.

480. I like Mr. "A" the best because he is the best teacher I ever had. He explains things in such a way you can't help getting the point. He helps you in any lesson and on many other points that might come up. He does everything in a cheerful way. I have never seen him out of patience. He never speaks a cross word to anyone. He is just the best all-around friend and teacher I ever had.

481. It is the teacher who takes a personal interest in his or her students who is the most popular and most successful with his classes. For that reason I have liked Teacher A. By personal interest, the instructor makes his pupils feel they are free to come to him for advice about his lessons and are welcome to his classroom. An instructor should be pleasant, with the ability to explain clearly whatever the subject may be. They must, however, know their subject—often one finds instructors who know nothing more of their topics than the information in the student's class book.

482. He was friendly but reserved; helpful to his students, and arranged his courses so that they were easily understood by the students. He did not regard the students as already accomplished in the course which he taught, but gave them elementary work until they were capable of more detailed study. He was well read and could converse intelligently on almost any subject. Not athletic himself, he was vitally interested in athletics and had a wide knowledge of them. While allowing the students a great many liberties

in class, he was a "close grader" and insisted that all work be done and done well.

483. I like Teacher A the best because she does not think she is better than her pupils. She mixes with all of them, treats them all alike, does not mark according to how much you like her, is artistic, neat in appearance, has ability to detect different pupil's character and treats them as they wish to be and thereby develops confidence and friendship among them. She is always cheerful, always has a good word ready for those who need it, and she does not hesitate to tell you what's wrong with you if there is something wrong. This teacher is wonderful.

484. She was always willing to spend not only a lot of time with the class as a whole, but with each and every student. Was always fair and just to every student regardless of race or color. Treated the "big shots" of the school the same as any other less known student. Never showed more favor to any one student. Understood children and their ways a great deal. Explained lessons accurately and well. If one did not think he had a fair deal, he was asked to come after school and explain his points and if he succeeded he would get another chance.

485. I liked Teacher A the best because she was interested in the work of the class. She was always willing to explain and she seemed to try to make her class interesting. She was not afraid to come down to the students' level and be friendly as well as being a teacher. Her class was not an everyday humdrum class but one that you looked forward to attending because you knew you would find a teacher who was working with the class. I liked her best because of her friendliness and her understanding attitude in and out of class.

486. The teacher I have in mind is very kind and considerate and is always trying to help you do the right thing, not trying to catch you for small errors or wrongs.

487. I liked Teacher A the best because of her thoroughness in outlining the work to be done by the students of her class and the willingness with which she helped the students if they took the subjects she taught or not. She was conscientious in her teachings and did her best to give the students the best chance possible to do their lessons to their advantage as well as hers. She was friendly with the students and was glad to be of any assistance in any lessons in which they had difficulty in understanding. She would outline the work for the students in order that there might be no misunderstanding about the lessons that they were required to do and gave them all the reference books which would help them in their studies.

488. I liked Teacher A best because she was willing to help me at all times. She wasn't cranky and worked with the class more than any other high-school teacher I know. Teacher A had a way of teaching so that it was interesting as well as instructive. I think that everybody that had Teacher A liked her best. This teacher was not partial to any student and had no favorites. Teacher A came to our school as a substitute three years ago. I have had her every year from the time she came. I think that I am making a wise choice in Teacher A.

489. This teacher was a friend personally and very easy to get along with in class. She was not negligent in her duties but fair and square with all of her students. My grades were not high but those I got I deserved. Her room was not a "playhouse" but it did not have the uncomfortable feeling that one finds in a great many rooms. A person could put all

their thoughts into their work and not be disturbed by teachers calling down other students for misbehaving or by noises of other students for there was none.

490. When meeting Teacher A on the street, she always had a smile and a greeting for you. Sometimes she would stop and talk. In the classroom she did not have a superior air, but an air of comradeship. The class could freely discuss the topic and ask questions without any embarrassment. When in the halls, she did not pass by you as if you were just one more face among hundreds, but she saw you and always had a nod of recognition for you. Both boys and girls felt free to discuss their troubles with her.

491. I like Teacher A the best of all teachers because of personality. Although I am somewhat in awe of her, I admire her above all other people because she challenges you. If I have failed in being up to the mark, I seem to be ridiculed by her although she may make no direct mention of it. One time while I was a sophomore, I accidentally found out an answer on a test which I did not know. I wrote the answer down which I heard and got a 100 in the test. She in some way found it out and told me how temptation sometimes brings a feeling of not succeeding rightly. This was the beginning of my admiration. I like her bright eyes and expressive face. She seems to like the mystery of the unknown things of life and the wonder of the things of ages passed, which is hidden to us. She seems to observe the nature of people. She keeps order without crossness. I have never seen her lose her temper without apologizing. She is the kind of woman and teacher that I am striving to be. No other teacher is exactly like her.

492. I like Teacher A the best for her personality and charm. For everyone there is one individual who most profoundly influences his or her life. Many times it is the

mother, but I, who have never known a mother's love, have chosen Teacher A to fill this place of idealism. I would admire, even adore, Teacher A though I knew she was the worst person on earth (which she never could be).

493. I liked Teacher A because she taught me more than any teacher I have ever had. She did not seem like a teacher. She seemed more like a pal to all the students. She took an interest in each one. If there was something I never understood, she always had a great deal of patience and tried to explain it to me. She was interested in more things than just the subject she taught. Instead of having a classroom that was dull and dreary, her classroom was always gay. The pupils seemed to always want to work for her. She had different ways, which interested the students, to get her work done by the students.

494. I liked Teacher A best because he seemed to be so human and understanding. Although a very learned man, he sought out each student individually and helped one accordingly. He did not make class period a boresome grind of lessons and often said that he considered a period wasted that did not have several good laughs in it. He had not forgotten his childhood.

495. I like Teacher A because he is so human. He treats his pupils as equals, not as children. By doing this he wins their confidence and therefore they respect and trust him more than other teachers. He was a pal as well as an instructor. He is young and handsome and the members of his classes never seem to think of him as a teacher, but just as another student. He is broad-minded and plays fair.

496. I liked Teacher A the best because she was a good sport. By being a good sport I mean that she was understanding, fair, and had a very pleasing personality. She was not good-looking, but she was neat. She trusted me and

therefore I did everything within my power to keep that trust. She had a splendid education, but she was not the kind who is always talking about the things that she knew just to make less educated people feel uncomfortable. She put herself on the same plane as the pupil and made herself understandable. She was not only a teacher but a friend.

497. The teacher I liked best was jovial in the classroom without being vulgar. The teacher always finished with the class work before the bell rang and we always had time to laugh at a good joke. The teacher was a friend to everyone and everyone liked her. She could talk about her past experiences without bragging. I learned more from this teacher than any other teacher who taught that subject.

498. My reasons for liking Teacher A the best are: She was more friendly and more likable than other teachers I have had. She taught her subject thoroughly with a hint of humor to make it more interesting. She was the very example of what she was trying to teach her students to be. She kept order in her classes better than any other teacher I have known, without having to send anyone out or without having to "yell" or "preach." She was an attractive woman with a personality that made you feel as though you wanted to do things for her and confide in her.

499. Teacher A was an English teacher. At the first look at her you would say to yourself, "I don't want that old hen," but you soon changed your mind. She had a way, though it was slow, of putting things over so that they would stay. After she got through with a lesson you didn't forget it very fast. She knew how to handle her class. If there was something to laugh at we would all laugh, but after the joke was over we were down to work again.

500. I liked Teacher A because she was always trying to help or advise the student in his course in life. It was gen-

eral talk around school, if you wanted to know something or be advised on anything, go and ask Teacher A. At the time I had this teacher I was working on one afternoon each week and I would ride a bicycle 5 miles to spend a half hour in her class.

CHAPTER III

A COMPOSITE PICTURE OF "TEACHER A"

HAVING read even a sampling of the statements reproduced in Chapter II, one can scarcely fail to be profoundly impressed, if not actually amazed, by the keen, searching analysis, the mature critical judgment, the exacting standards, the high purpose, and the idealism of the high-school senior. Those who may have lost faith in the younger generation, those who have accepted as generally true the lurid pictures of our young people painted as "flaming youth," those who feel that we are plunging headlong into perdition because the youth of our country has revolted against the mossback mores of living Methuselahs, all will find in these statements sound footings for a new faith in the rising generation. They may also find some standards against which they may well stretch their own criteria of worth.

Furthermore, those who have been disposed to question the efficacy of the public schools, to challenge expenditures, and to deprecate results may find little ground upon which to stand. The ideas, the ideals, the ability to think, the power of expression, the seriousness of purpose, and the standards set by these graduating classes of our public high schools are not native to youth; they are the direct product of the schools themselves and as such stand a sturdy monument to public education.

Specifically, however, the most potent message of these young people is to us, their teachers. That this message may be brought clearly into focus, the reasons offered by 3725 students for liking "Teacher A" best have been tabulated and arranged in the order of greatest frequency of occurrence. As

has already been said, the thought back of asking for the statements in essay form, without use of a check list or other type of suggestion, was that each student confronted with the issue would write down the first four, five, or six reasons that flashed into his mind for choosing a particular teacher as the one he liked best. It is a fair assumption that the first reasons to occur to the student were, in fact, the most potent reasons. A tabulation, therefore, of the reasons reported by almost 4000 students should afford us a trustworthy composite picture of "Teacher A" as seen by high-school seniors in general. The results of this tabulation are shown in Table I.

TABLE I

REASONS FOR LIKING "TEACHER A" BEST, ARRANGED IN ORDER OF FREQUENCY OF MENTION, AS REPORTED BY 3725 HIGH-SCHOOL SENIORS

REASONS FOR LIKING "TEACHER A" BEST	FREQUENCY OF MENTION	RANK
Is helpful with school work, explains lessons and assignments clearly and thoroughly, and uses examples in teaching	1950	1
Cheerful, happy, good-natured, jolly, has a sense of humor, and can take a joke	1429	2
Human, friendly, companionable, "one of us"	1024	3
Interested in and understands pupils	937	4
Makes work interesting, creates a desire to work, makes class work a pleasure	805	5
Strict, has control of the class, commands respect	753	6
Impartial, shows no favoritism, has no "pets"	695	7
Not cross, crabby, grouchy, nagging, or sarcastic	613	8
"We learned the subject"	538	9
A pleasing personality	504	10
Patient, kindly, sympathetic	485	11
Fair in marking and grading, fair in giving examinations and tests	475	12

TABLE I—*Continued*

Reasons for Liking "Teacher A" Best	Frequency of Mention	Rank
Fair and square in dealing with pupils, has good discipline	366	13
Requires that work be done properly and promptly, makes you work	364	14
Considerate of pupils' feelings in the presence of the class, courteous, makes you feel at ease	362	15
Knows the subject and knows how to put it over	357	16
Respects pupils' opinions, invites discussion in class	267	17
Not superior, aloof," high hat," does not pretend to know everything	216	18
Assignments reasonable	199	19
Is reasonable, not too strict or "hard boiled"	191	20.5
Helpful with students' personal problems, including matters outside of class work	191	20.5
Dresses attractively, appropriately, neatly, and in good taste	146	22
Young	121	23
Work well planned, knows what class is to do	110	24
Enthusiastically interested in teaching	108	25
Gives students a fair chance to make up work	97	26
Home-work assignments reasonable	96	27
Recognizes individual differences in ability	86	28
Frank, "straight from the shoulder," a straight shooter	78	29.5
Personally attractive, good-looking	78	29.5
Teaches more than the subject	74	31
Interested in school activities	68	32
Sticks to the subject	53	33
Modern	52	34
Sweet and gentle	50	35.5
Pleasing voice	50	35.5
Intelligent	42	37
Prompt and businesslike	41	38
Sincere	36	39
Knows more than the subject	32	40
Has pep	31	41
Uses good judgment	22	42
Cultured and refined	20	43

It will be recognized at once by the critical reader that the categories listed in Table I are not mutually exclusive, and that certain reasons falling low in frequency of mention are definitely associated with and essential to many of the reasons that stand high in the list. For example, intelligence is specifically mentioned only forty-two times, which places it thirty-seventh in rank, but it is unthinkable that a teacher could possess the qualities that head the list without intelligence. Obviously therefore it is the way intelligence evidences itself in the behavior of the teacher that registers with students. It will also be appreciated that the tabulation of essay responses is subject to many errors of interpretation. This, however, was minimized by increasing the number of cases, so that the addition of the last thousand resulted in no significant changes in the rank order.

The composite picture of "Teacher A" carved in bold relief in Table I needs no "touching up." It is vital; it is living; it speaks to us; it tells its own dramatic story, speaking collectively for the millions of our students. Do we recognize ourselves in this picture? Our students report that three out of four of their present teachers are more like "Teacher A" than "Teacher Z." The odds are with us, but the tragedy of it all lies in the fact that one teacher in four cannot find his likeness here. He must turn to "Teacher Z" —"teachers liked least of all."

What a boon to our faith in youth to know that their foremost reason for liking a teacher best—foremost by more than 500 frequencies—is the very essence of good teaching, namely, helpfulness with school work, clear explanation of lessons and assignments, and the use of examples in teaching. It is even more impressive when we recall the students' definition of helpfulness. Over and over again statements like these are used in describing "Teacher A":

"Teacher A helped us to the best of her ability in our

studies; by this I do not mean that she gave us grades we never earned but that she gave us question helps to guide us in the preparation of our lessons and was always willing to explain anything that bothered us."

"She helps as little as she can when we don't need it but think we do."

"She was helpful but not too much so. She tried to draw the answer out from you and make you see how to do the problem."

" . . . always ready to help you out of lesson difficulties, not by telling you the answer, but by asking you constructive questions and explaining."

"He is clever enough to know just when a compliment will help me."

"If some one asked a question, this teacher did not answer it in a tone of voice expressing disgust. Rather, she answered as if she wished to enlighten the student on the subject, not to reproach him for not knowing it."

"He would make you do the work yourself, but he gave all the help he could in the way of suggestions and reference books."

The foregoing direct quotations are truly representative of the idea of helpfulness that students like in teachers.

The second most important conditioning factor of our students' attitude toward us is not exactly a teaching technique. It is, rather, a dispositional quality universally essential to our being liked by anybody, in school or out, namely, cheerfulness, happiness, a jolly and good-natured disposition, and a sense of humor. The importance of these characteristics is not only emphasized by being placed second in the list, but it is also reëmphasized by being stated negatively in the eighth ranking reason, namely, "not cross, crabby, grouchy, nagging, or sarcastic." The qualities enumerated in this con-

nection are too well understood to require definition, but a few direct quotations may serve to make clear the students' way of looking at them in their teachers:

"He came into class always amiable, always ready to aid the unknowing, realizing the handicaps one may be under."

"Teacher A was a pleasant young woman, with a radiant personality. She was always neat and well dressed and kept her classroom as sunny with her personality as a bright spring morning. . . . She had an effective way of teaching by using an iron will power, carrying it out with a friendly smile."

"He has a sense of humor that he'll display at just the proper time."

"He has a smile ready for you as you enter the classroom."

"Mr. A could take a joke if not pulled on him too often."

"He could teach the hardest lesson to the biggest bunch of dumb-bells and make them laugh as they learned."

"She has a keen sense of humor and a fine outlook on life."

"She liked fun providing it was at the right time and place and that it was not harming anyone."

"Her cheery 'hello' always made her welcome."

"She wasn't a 'crabby' teacher, yet she commanded obedience in her kind but firm way."

"She loved to laugh and wasn't afraid to laugh."

"She did not resort to sarcasm when she couldn't think of anything else to say."

"He can enjoy a little fun in class, but not too much. He keeps the class spirit up by putting in a joke once in a while."

" . . . every student looks forward to his class, it being the first of the day, and consequently his presence in his teaching starts the day right."

"A certain amount of wit, not too much."

" . . . and I do believe she had plenty of sleep because she was never grouchy the next day."

" . . . always pleasant. One doesn't feel as if he is facing an ordeal when he enters her class."

"She was very considerate and in every way tried to make that class a room of happiness and not one of gloom and hate."

"She had the sunniest disposition imaginable; no matter how depressing things were, she always had a kind word for the students."

"Yea! even if you did him dirt, he would come back to you smiling and willing to help."

Statements such as these repeated thousands of times by our students suggest that we resurrect the old smile, if we have cast it aside, polish it up, try it on, and wear it to school. Some of us would need to proceed with caution, that the shock might not be too great either to our students or to ourselves; but with moderation at first, followed by progressive increase, life would undoubtedly be happier both for our students and for us and our efforts in teaching would be more generously rewarded.

The third reason reported, although closely associated with the second, is nevertheless clearly differentiated from it in the minds of the students. To be human, friendly, companionable, and "one of us" does differ from being cheerful, happy, and good-natured. This is best seen in the following selected sentences quoted from the students' statements:

"If anything came up in your school life that you needed to confide in some one, you could go to this person with it. You feel as though he is your real friend and will stand by you."

"Some teachers have a friendly air about them and this

one did. She seemed to be a second mother with that companionship feeling."

"It is hardly fair to call her a teacher—she is a sister, mother and teacher, all rolled up in one."

"This teacher was 'one of us.' . . . He was not on a plane above us, handing down knowledge he knew himself, but was on the same plane we were on and was discussing problems, discussing the lesson, and seeming to learn things with us and enjoy helping us learn."

" . . . he was more of a comrade and a fellow-worker instead of a 'dyed-in-the-wool' teacher."

"Teacher A makes you feel that he is trying his best to make you feel that he is your friend as well as your teacher."

" . . . he is no snap, but he is human."

"She seems to me more like a friend than a teacher."

"She treated students as human beings."

"A was always ready to give me advice, and good friendship existed between us."

"He associates with us and talks and acts as if he were 'one of us.' "

"She was most considerate, stern when she should be, but made you feel she was your friend."

" . . . she wanted to be a friend to whom troubles could be told and you could be corrected if you were wrong."

"I think the feeling that your teacher is your friend, ready and anxious to help, is the feeling that inspires one to do his best."

"I felt as though she were my friend and I could talk to her as I would a close friend and pal, and yet this never permitted undue familiarity."

" . . . she was friendly and human—by that I mean she didn't act like a school teacher—show her authority, etc."

"She was a help and a friend in solving life's problems."

If these be the definitions and values placed on friendliness, human qualities, and companionship, who can deny that teachers should seek to make themselves one with their students?

The first ranking reason is one having to do with the technique of teaching. The second and third reasons are associated with traits of character, disposition, and attitude. The fourth reason, namely, that "Teacher A" is interested in and understands pupils, reaches into the psychology of human relationships. Who would deny this quality a high rank among the component elements of the most desirable teacher? No mature student of education would; but it is almost, if not quite, amazing to discover "immature" high-school youngsters placing it so near the top of the list of reasons for liking a teacher. It is mentioned 937 times in Table I. A comparison of this number with 78, the frequency of "personally attractive, good-looking," or with 31, the frequency of "has pep," causes one to wonder if we have not grossly misjudged the serious-mindedness of modern youth—if we haven't underrated their standard of values. A few selected quotations will serve to make clear just what these seniors mean by "interested in and understands pupils":

"Teacher A is very understanding. 'A' sees your point of view as well as his and sees it through your own eyes."

"I liked Teacher A best, first, because she made an effort to get acquainted with each student and showed personal interest in them. She made you feel like an individual and not just one of a class."

"She is one who understands and who sympathizes, and yet who unwaveringly brings out from you your best work."

"Teacher A seemed to have the interest of the pupil at

heart. He didn't appear to be teaching school just to get money."

"I liked Teacher A best because he gave you the impression that he was working with you and you with him—not making you work for him without any personal regard for you."

"I liked Teacher A best because she seemed to be able to understand the qualities and possibilities of the individual student better than most teachers."

"I liked Teacher A best because 'A' knew exactly what had to be done, how to do it and how to make the classes do it and like it. 'A' showed an interest in the pupils and had a way of seeming to be a personal friend to each one."

"He understands his pupils, takes a personal interest in each one, shows his pleasure if one's improving, and gives encouragement to the slower ones."

Thus do our high-school seniors place the stamp of approval on our interest in and understanding of them.

The doctrine of interest holding—that effective learning requires the presence of interest on the part of the learner and that the greater the interest, the more efficient the learning—has long been accepted by professional educators. Many of our more progressive schools are organized in the light of this assumption, and our best teaching materials are prepared with a view to arousing and holding the interest of the pupils. It is extremely gratifying to know that our high-school seniors, on their own account, are applying the same criteria to us as teachers. Their fifth reason for liking "Teacher A" best is because "Teacher A" makes the work interesting, creates a desire to work, and makes class work a pleasure. The following quotations are typical of the thousands of statements made by the students in this connection:

"Although the subject he taught was not the most interesting, he went about teaching it in a way that made it appealing."

"With her one has the desire to learn, for she is interesting, she is modern, and she is progressive."

"I never cared for English but she put it to you in an interesting way. She made coming to school a pleasure."

"She made me so interested in the subject that I could hardly wait until I returned to her class."

"He was extremely intelligent and conveyed what he was teaching in simple language which even the most stupid student could understand. He made me understand things which had been confusing me for years. He has my undying gratitude."

"I liked Teacher A the best because she carried on her classes in such a way that everyone could voice his opinion on the subject being discussed without being afraid."

"In her classes there was a spirit of friendly coöperation. Her classes were very informal, yet she never had to use harsh discipline."

"I liked Teacher A best because 'A' knew exactly what had to be done, how to do it, and how to make the classes do it and like it."

"He had a way of making me take an interest in my study when I accomplished a problem for him. I felt as if I had succeeded. It was a pleasure to work for this man."

"She made you live along with the people you studied."

"The subject which she taught I simply detested, but studying under her I not only learned to like it but I even began to look forward to the period when I had it."

Evidently it can be done: teachers can make their work interesting, can create a desire to work, and can make coming to class a pleasure regardless of the subject.

The sixth reason assigned by the seniors for liking a teacher best has to do with the age-old problem of discipline. The position taken by the seniors on this issue may seem incredible to the current critics of modern youth—the unspanked generation; it may seem incredible even to some teachers. Nevertheless, the fact remains that the composite picture of "Teacher A," although portraying helpfulness, happiness, friendliness, interest, and understanding, does possess well-defined lines of calm strength commanding respect and obedience. "Teacher A" is strict, has control of the class, and commands respect. This position is borne out by the following:

"This teacher was for strict discipline and the students who were in his class were disciplined in a very polite and inviting way, not rudely."

"This teacher demanded order and respect and was given this without difficulty. We had our fun with this teacher but when time for work was there we worked."

"He did not keep nagging for us to pay attention and be orderly all of the time, yet he had the most quiet class in our school."

"Teacher 'A,' a woman, middle-aged, was very strict. She was very considerate and listened to good reasons but allowed no one to pull anything over on her."

"He kept strict order in class but is not mean about it." This statement, in substance, is repeated hundreds of times. Apparently it sounds the keynote to successful class control.

"She has the respect of all in her classroom. She never gets excited about things that go wrong but uses her head and gets out of it."

"She tolerated no nonsensical tomfoolery and had a most attractive manner of squelching a fellow when he 'forgot himself' as it were."

"She is strict and demands work in on time, but if you are satisfactorily unprepared you are given a fair chance."

"She never said 'yes' or 'no' without a definite reason; therefore, she was never in the hole and we all admired her for this quality of fairness."

"She would keep her class in order without making a fuss about it."

"She respected the rights of the students throughout and by so doing the students respected the authority of the teacher."

"Her classes were in perfect order and everyone felt free and perfectly at home."

"She knew how to keep order in class without 'digging' at some one every few minutes."

"She is very strict, makes you get long hard lessons, marks fairly hard, but she doesn't do it in a mean way."

"A nice way of no words to obtain order."

"Teacher A is an elderly lady with gray hair, large figure, and a very stern expression on her face. That expression, however, isn't a mirror of her nature as she is very sweet and, as long as the student is at all fair in the things he does and doesn't try to disturb the class, she is his friend. However, she is not such a mild, sweet-tempered thing that students can 'run-over' her and do as they please."

Apparently our students have no respect for the "soft" teachers; without ceremony they are unanimously dumped into the "Z" group; and along with them go the "hard-boiled," "domineering," "nagging," "mean" teachers who seek to govern by virtue of "authority" rather than "reason." No one thing is made more certain by these reports than the fact that a teacher can do anything with a student in the matter of discipline, control, and respect just as long as she is "not mean about it." Universal recognition and

practice of this principle alone would go far in making the lives of both pupils and teachers happier and at the same time clear the way for more effective education.

In Table I 43 reasons are listed by the 3,725 seniors for liking "Teacher A" best. The frequency of mention of the reasons listed ranges from 1,950, in the case of the highest ranking reason, to 20, in the case of the lowest. In all, 14,212 frequencies are listed. Of this total number, approximately half (6,898) accumulate to the credit of the first six reasons listed. Thus the weight of the seniors' judgment piles high on a few reasons that head the list. The remaining 37 reasons, however, are not to be ignored.

If a teacher is to be liked by students, she must carefully avoid any suspicion of being "partial," of having "favored students" or "teacher's pets." "Impartiality" holds seventh rank in Table I. A careful reading of a considerable number of the statements reproduced in Chapter II will convince one that the students are eminently fair on this issue. Over and over again they say that no teacher can avoid liking some pupils better than others, but the thing they insist upon is that she shall not show her preference or allow such preference as she may have to influence her attitude or behavior toward her students.

The foregoing discussion and comment on the high ranking reasons should serve to make clear the use to be made of Table I and to provoke critical study of the rank order of the remaining reasons listed. Only a few of the more interesting placements will be mentioned here.

For those of us who are growing old in the profession, a condition beyond our control, there is encouragement in the fact that there are twenty-two reasons more potent than age in determining whether our students like us or not. This was said by a boy of a man over fifty: "He was the kind of a

man who could deliver the message to Garcia as Rowan did in the Spanish-American War." Another student wrote thus: "Although quite an old woman, she had grown with the times and you could tell her anything—things you would be afraid to mention to anyone else, sometimes even your parents." And another said this: "She is a grandmother and mother; therefore I feel she has reason for her common sense. I would turn to her in any trouble." It is not the number of winters that have grayed our hair and furrowed our brow that our students count against us.

The fact that a teacher who has her "work well planned" (rank 24) stands six positions higher than one who is "personally attractive, good-looking," and that "We learned the subject" (rank 9) stands above "fair in marking and grading" and exceeds "home-work assignments reasonable" by eighteen positions on the scale should throw helpful light on the value of students' opinions of teachers.

The various teacher rating cards used by administrators for the purpose of rating or scoring classroom teachers usually include as one of the items "voice." The assumption is that a "pleasing voice" is an important factor in success, and doubtless it is in a personal application for a position; but, in the classroom with the students, thirty-five other considerations exceed it. The most valid teachers' rating card —self-rating card—in existence today is Table I of this chapter—a composite picture of "Teacher A."

CHAPTER IV

"TEACHER Z"—LIKED LEAST OF ALL

In the preceding chapters our students have drawn for us a vital, vivid picture of the teacher they like best. In this picture they have fitted together in order of importance the traits, qualities, characteristics, and abilities of the teachers they like into a masterful mosaic that should be a great satisfaction and profound inspiration to all teachers who can see their own likeness in it and a challenge to all who do not find themselves portrayed.

As clear as this picture of "Teacher A" may be, when standing alone, it takes on even greater clarity and meaning when viewed beside the contrasting picture of "Teacher Z." What are the traits, qualities, characteristics, and abilities that cause our students to dislike us? Are they within our control? The answer to these two questions are to be found in the statements of the students that follow and in the tabulation reported in Chapter V. It is a matter of some satisfaction to recall at this point that, in the opinion of the students, only one teacher in four of the teachers with whom they are now having work is more like "Teacher Z" than "Teacher A."

The statements reproduced in this chapter are in response to the second question asked the students, namely:

(2) Now think of the one *you have liked least of all,* and write down as accurately as you can your reasons for *not liking* this teacher. Call this teacher "Teacher Z."

1. Now we come to "Z"—are you listenin'? I did not like her from the start. Her opening remarks to the class were a galaxy of "thou shalt nots"; she was an endless record of dull admonishments. A dull teacher can be forgiven, the student can at least sleep unperturbed in her class; but one who vociferously expostulates a diadem of points "that make up a good student" irritates and chagrins any intelligence that may be in the room. She taught more and understood human nature less than any teacher I had ever seen. She believed in the antiquated maxim that students "should be seen and not heard," which is utterly fallacious!

2. Teacher Z was overbearing, superior, and conceited. He was very brilliant, good-looking and knew it. He was partial to his friends and hard on those who didn't "rate." I can speak as one who was rather a bit on the good side, but that did not make me blind to his other nature. I cannot really express my distaste for this person. I merely hate and still hate him.

3. The one I have liked least of all is one who is forever nagging the pupils. She always has a frown on her face and is aroused at the slightest noise. She is very strict with the pupils, so strict that the students cannot do their work. She would be better as a jailkeeper, because she does not permit a student to leave his seat. She has rarely been known to help a student, other than giving them the assignment. To a new student she gives the same treatment that she gives the old.

4. I did not like Teacher Z because she expressed her own opinions and her likes and dislikes for certain people too openly. She was nervous, and whenever she had troubles of her own the pupils were the ones who had to suffer. This teacher had no modern ideas and would too severely criticize clothes worn in her classroom—such as a long dress,

just because it was something new. This teacher also showed favoritism to those of the same religious belief as her own. She talked against Catholics and tried to tell children whom their parents should vote for during election time.

5. I do not like Teacher Z because she has no definite plans made out for her teaching. She just simply uses up her time—she will talk about anything to pass the time away and is gone from the class half of the time. She has certain students in the room that are her so-called "pets." She makes no definite assignments but always lets her temper fly if we have not accomplished anything. We have not studied one thing that pertains to what we are supposed to study. She has no interest in her work whatsoever.

6. This is only one teacher I never liked. I tried to like her, but couldn't. She wouldn't let anyone like her. If she didn't feel well, she was mean, called us names. She helped only her pets, failed the rest of the room, and blamed the failing ones. She never stopped to consider if she was in the wrong. She was the kind that was all right and the world was wrong. I received fair grades from her, but many better students than I failed. She liked me because I played a good game of baseball for the school. That is the only good point about her. She liked to see the school win.

7. The reason I did not like Teacher Z was because I was afraid of her. She taught me a lot, but still I was afraid to ask her a question, for fear she would get angry. She had no sense of humor. I did not feel as if she was a friend to me. I had to be very careful with all my actions, so as not to have her get angry. I felt like a prisoner in her room.

8. When one lacks personality one should try to cultivate one. The teacher I liked least lacked personality and she resorted to sarcasm and screaming to make her class listen.

She was very particular about the class's manners, but she forgot to practice a few herself. This sort of teacher is really a menace to the students and should be reprimanded.

9. This Teacher Z is the one I liked least of all because she isn't what you call a teacher. She is a student wrecker. She has her lessons all bungled up so a person does not know what he is learning. She is hot-tempered. She raves, she isn't sociable with her students, and she grades incorrectly.

10. Teacher Z never seems to see the bright side of life. Life to him is just one long, dreary study period. If you do not have your home work done, he disgraces you before the whole class. He seems to delight in embarrassing students and he loves to mark failure on a report card.

11. I think quite a few in Teacher Z's class shared my opinion of her. We disliked her because she was always openly ready to humiliate any member of the class by unnecessary scoldings. We could always tell when she had had a quarrel with her husband or whether she had burnt the breakfast, by her attitude towards us. She scared us so that we didn't, in fact couldn't, learn anything; and, to top it all, she graded unfair.

12. This teacher somehow had it in for my nationality; he did not like me. He never put me on a good job or ever taught me anything above doing most of the greasy work. When I asked him any favors, he would either refuse or do them but would always make remarks as to how bad a worker I was. He does not lie exactly, but he somehow hits the nail on the head a little bit too hard, bending it a little out of shape.

13. Teacher Z seemed to be too nervous, lost her temper, treated students as inferiors, had no sense of humor, and was very narrow-minded, sarcastic to the point of hurt-

ing the pupils and ridiculing one in front of others. "Z" expected too much and gave too little. Seemed to have her mind elsewhere and apparently not interested in her students as people and individuals, or was too interested in the subject with none for the student.

14. This teacher was always disagreeable and very suspicious of all his students. If a student didn't answer immediately, he would give him a failing mark. Many times I knew my lesson, but when this teacher would call out my name the answer to his question would stick in my throat and my mind would become an absolute blank. He was harsh and never cared to be friendly with the students.

15. I do not like Teacher Z because he does not know how to make students like him, but instead made us dread it every time the period approached for this subject. I am sure this subject would have been more interesting if the teacher knew how to make us like it. Students would try to make more noise when he wanted it to be quiet, just because he didn't know how to get in good with the students and not act like he knew everything.

16. Teacher Z, whom I had while in the ninth grade, had a temper like—well, we'll let that go—and if you failed to get your lesson or a slight misdemeanor in the classroom would encourage him to throw anything at you, no matter if it were a chair or a book. He enjoyed prodding me in the ribs with his knuckles whenever I failed to pronounce or say my phrases perfectly.

17. Because "Z" was a decided bore, the subject, however interesting otherwise, was reduced to a dreaded, uninteresting job. "Z" took books and tore them to pieces, dissecting every sentence, almost every word, thus causing an interesting story to be a detested ritual. "Z" was a fiend for drills, liking nothing better than to drill for hours on

some unimportant thing. "Z" was not human. A student would not feel free to discuss the subject for fear of a long lecture.

18. Teacher Z fairly leaped on each student and gave no one a long enough time to speak his piece. She gave very, very long assignments, made explanations in a dry, uninteresting way, and was just generally too crabby to be appreciated. She gets mad if you ask too many questions.

19. I disliked Teacher Z because of the following reasons. She was never, in the least way, cheerful or pleasant. She never, in the least way, tried to cultivate even a small friendship with her classes. She made no effort to advise or help students who were falling behind and only made matters worse by scolding and nagging. A student appreciates advice and help from his teacher more than anyone realizes. If he is nagged and scolded by his teacher, he dislikes her for that and sees no reason why he should work, feeling she wouldn't appreciate his work if he did do it.

20. She was as nearly opposite to Teacher A as anyone could be. As far as I know she thought only of drumming knowledge of the subject into our heads any way possible—and didn't think of us as human beings at all. Her sense of humor was a bit misplaced—she laughed only at her own jokes (which were told annually) and couldn't hold on to her temper. Her temper became so common that finally she could frighten only the meekest of low sophomores. Her remarks during her tempers took the form of real insults.

21. I dislike Teacher Z because she acts about as lazy as some of her laziest students do. She doesn't seem to take a personal interest in the students. She says to do one thing one day and then forgets all about it the next. She is

always yawning. Her explanations are never clear. She expects too much to be done without help. And I wish she could see the student's side of a question once.

22. Words can hardly express the faults of this teacher. Teacher Z always seemed to be sleepy; that is, she was continually yawning. Although this teacher knew her subject, she did not know how to present it. The class was strictly formal, no fraternal spirit whatever. Teacher Z was out of the room very frequently. This teacher was very old-fashioned; also rather sickly.

23. Of all the simple people, she is the worst I ever knew. Often she would act like a regular clown and I certainly have no respect for a teacher who thinks she is a star entertainer. She would waste all our class time and then give the stiffest tests about things she'd never mentioned. I never learned a thing in that class that I owe her any thanks for, as we practically had to teach ourselves. She was a misplaced joke.

24. This teacher could not treat a person whom she did not like as she should have. Any teacher usually has one or more pupils she cannot make herself like. However, Teacher Z was unfair in dealing with these. She even tried to frame them. In one case she refused to allow a graduating senior to finish the last two weeks in her class because he played a rather indecent trick. Any other teacher would have punished and excused him. The principal was forced to graduate the boy without Teacher Z's help to give the boy a square deal.

25. Teacher Z didn't seem to know how to deal with students. She was constantly nagging or crabbing at some one for doing some petty little thing. This nagging of hers made the members of the class want to tease her all the more for it, just to see her get angry and yell around like a

maniac. She seemed to take no interest in the pupil at all. She was just hired to cram a lot of knowledge into the student's head without caring whether the student understood what it was all about or not.

26. I have disliked this man more than any other I have come in contact with, in my school life. He was just the opposite of Teacher A. I think you will understand if I tell you he was a "pussyfoot." He and Teacher A disagreed often when Teacher A tried to help out the student in trouble. I know that my opinion of this teacher is almost unanimous throughout the school, but I doubt if many have the courage of their conviction.

27. Teacher Z was crabby and usually started each morning with a "bawling out" for the class. "Z" was unreasonable and possessed of the idea he had nothing more to learn. He did not explain things clearly and hardly ever repeated an explanation when asked to. He had no use for anyone without superintelligence and believed he taught the only important subject in the school.

28. Teacher Z taught a rather difficult subject in an everlasting atmosphere of difficulty. She stressed little unimportant details and harped on them painfully when no one was getting the general idea of the course at all. She was unsympathetic—answered your questions when she felt energetic, otherwise told you to pay more attention in class or look it up. Everyone took a breath as they entered the room and let it out after they left and no one remembers many of the silly little details we had hammered into us nor any of the main ideas.

29. The teacher I liked least of all was not strict enough, let assignments come in late, and was not strict in the classroom.

30. Teacher Z has a fiery temper. When you make a

mistake she flies in the air and starts pulling her hair and screaming at the top of her lungs. After she has finished scolding she starts mumbling to herself.

31. Teacher Z was so nervous and impatient, and unhelpful, and knew so little about what he was teaching that he easily won the disrespect of every pupil in his classes.

32. I do not like Teacher Z because at the very slightest mistake she screams at the top of her voice. She seemingly is down on the world in general. I have never seen her smile in the classroom. She explains once and that's all. She gives endless lectures that are very seldom interesting to any member of the class. This teacher is a foreign language teacher.

33. I dislike Teacher Z because I feel that she is not well enough equipped for her position and tries to hide behind a bold front of sarcasm. I dislike her slovenly personal appearance, for when a student must look at a teacher for a period and her appearance is not the best it detracts from her teaching.

34. I do not like Teacher Z because she is so nervous and queer. She immediately flies up in the air and gets all upset if you happen to make an error instead of being more reserved and patient. She also never has anything clever to say but tries hard to do right.

35. Teacher Z had a very quick temper and at the least error would let out a loud exclamation of a very embarrassing nature. I finally came to that state of fear where I would much rather take a poor grade than take the chance of being criticized in such a manner. I feel sorry for the teacher to think that she has no better control over her temper, but it handicaps the student to a great degree.

36. Teacher Z bores me to death with her continual talking about herself. I have not seen a period go by with-

out at least three or four references to herself and what she did in such an incident. She seems to me unfair and unreasonable on certain occasions in dealing with assignments.

37. Teacher Z bragged to the students about what he had done in the past. He picked on the smaller boys and let the bigger ones go unnoticed. He made rules that he couldn't enforce. He had a weak personality. He tried to cover his inferiority complex by making smart remarks at the wrong time.

38. Mr. "Z" is the most wretched teacher I have come in contact with during my high-school career because of his lack of responsibility, his leniency, his favor for the fellows of the class, his unattractive person, his "groggy" speech and the subject he taught.

39. There is no teacher I dislike. But there are some I won't remember when I get out of school because they never made any impression on me. They were easy and I had my own way most of the time. I never had to work very hard in their class and still I got good grades.

40. Teacher Z could not keep order—had no personality—was sloppy in appearance—and acted so lifeless that it took all the life out of the subject. She didn't seem to understand the way to "put the subject over." (Perhaps this was lack of practice.) But when teachers come out of college they should at least have an idea of the subject.

41. I do not like Teacher Z because he acts too distant. I am afraid to ask him to help me and when I do he acts as if he hasn't the time to bother with me. He is a good director—but not a teacher. In his class there is a dense atmosphere which is hard to overthrow.

42. I liked Teacher Z least of all because he was always talking about discipline and never saw the enjoyment or fun

side of school life. He was very, very stern and strict and the student could not become interested in the subject because of the attitude of the teacher. He made the subject hard. He had no interest in school except his own work and his own benefit.

43. Teacher Z is cold and aloof. She pays no attention to her students after class time. She acts as if she were there just because she had to be and so will make it unpleasant for you, too. Then the students get that attitude, too, and there is no coöperation. You do everything just because you have to and afterwards forget all about it. Teacher Z treats you as though you were nothing to her. Her classes are disorderly and the students try to "put something over on her."

44. Teacher Z and I have never been able to get along. Personally I do not like her type, but I have tried, when at school, to forget this. She is very dictatorial—likes to stress her authority to the extreme. She makes herself disgusting in the manner in which she mingles with the students. She is too coarse in her choice of phrases and much too careless about remembering that a student of high-school age respects a teacher who respects herself. We want our teachers to be superior in dignity.

45. Teacher Z was middle-aged. She seemed to have forgotten what youngsters do and think funny. No mischief of any kind was tolerated in her class; she seemed afraid to smile. Our work seemed to come first, last, and always. She didn't seem sympathetic if you couldn't understand the work. She didn't seem to care much if you had been out of school and had missed work. You had to make it up as best you could. She explained much of the work, but one explanation was all she would think of giving even if it was extra hard.

46. Teacher Z wants to be the center of everything. She is quite young and acts worse than many of the students she is always picking on. She just has to show off in front of her classes. She knows quite a lot about the subject she teaches and she doesn't let you forget it for a minute. Being a language teacher, she has a lot of grammar to explain but she never makes it very clear to me. She interrupts her explanations by telling about herself.

47. Teacher Z sits at her desk with a set face and never speaks unless necessary. She drives forth the lesson in a phlegmatic manner and seems to think anyone quite unintelligent if he asks questions concerning it. She is not interesting and, although she keeps the class in order, does not hold its interest. She seems to lack any sense of humor, whatever. She gives the appearance that one might like her if she would withdraw from her shell.

48. Teacher Z—instead of expecting students to give their best work and behavior in her classes—expects the worst—and therefore gets it. It's a silly idea, but she seems to get a malicious pleasure out of giving demerits and bawling you out for low grades. If your grades came up, she takes all credit on herself for scaring you into working. And, of course, she succumbs to apple polishing, which I hate.

49. I cared for "Z" least of all because of his keen sarcasm. "Z" displayed this at any chance and antagonized the pupils. Consequently, they would not coöperate and caused him no end of trouble. They held him in contempt and learned as little as possible. "Z" also showed favoritism to the girls and was altogether too drastic in his punishment when he did punish. "Z" had red hair and a violent temper, which sometimes got out of control.

50. Teacher Z is exasperating. Some days she will give

a small assignment that requires only ten minutes of study and then again she will assign great, long lessons which takes hours to prepare. She is very inconsistent. Sometimes she will relent and give more time for a piece of work and then she will be unexpectedly stern. One never knows what to expect—what will be forthcoming upon entering the classroom.

51. Teacher Z was the "easiest" teacher in my high-school experience. The lessons were there in abundance, it is true, but if you came to class with those lessons unprepared, it could easily be explained away. Some one with that force cannot give to his students the urge to learn. Of course, we might be thankful for a day, but even a student can hardly respect one with no strength of character.

52. Teacher Z had quite a temper. His language was not always of the best. If you didn't recite when called on you were given a zero and in addition had to write five pages on the subject you had fallen down on. This didn't help much, since it was to be written out of class you could use the book and you didn't know any more about the subject than you did before. He had favorites.

53. Teacher Z was a very busy person. He never had time to help you. He would always say, "If you come in tomorrow I probably can help you." Teaching wasn't his line. He was a musician and that was more important to him than teaching.

54. I don't like Teacher Z for several reasons; one is that she never takes any interest in her pupils. I have been in her class for four years and still she asks me what my name is. She also shows partiality in her classes. Her ideas of teaching are not what other teachers hold. Therefore, I think my time is thrown away after I have been in one of her classes.

55. Teacher Z is a teacher of science. She has a very noticeable grouch on her face most of the time. Whether it is caused from something that happens at home or at school I do not know, but she makes a habit of taking it out on the students. She should leave her family fights at home.

56. The teacher I liked least was very old and childish. She did things in a very slipshod manner. She would often sit as though in a trance for periods of from five to ten minutes and at other times she would go around muttering to herself. She was very nervous and irritable and would often fly into a rage and after raving for awhile she would sit down and cry. I think this poor old woman was too old to teach.

57. Teacher Z was very boresome. "Anything to get the lesson over," was his motto. He was never clear in his assignments and never very particular as to who was prepared. He sometimes spent a whole class period talking about things not pertaining to the lesson. He got angry very quickly and over little things.

58. I disliked Teacher Z because of her disposition. She was always ready to call some one down for any little thing that happened. When giving assignments she would explain the work once, and no more. If you didn't happen to understand anything she would ridicule you in front of the whole class, instead of trying to be of any help. I was so afraid of her that I wouldn't dare ask for help of any kind.

59. In Teacher Z's class I was so frightened that I seemed petrified every time I entered the room. She was a teacher that I couldn't ask questions about any information on the subject. I was afraid, if I did, she would make fun of me in front of the whole class. I just sat looking at the clock in hopes that the period would soon be over. It seemed

the longest period I had and I wasn't able to work to the extent of my ability as I was so frightened of Teacher Z.

60. He shouts at you; doesn't explain the work; expects you to get it with no explanation; doesn't take any interest in you if you get it all right and if you don't all right. Teacher Z doesn't act as a teacher should in class; too boisterous and loud and too familiar in class with some of the students.

61. The teacher I liked least was in junior high. This teacher made her work so strongly effective she frightened more than taught the students. She would storm and rave and pound knowledge into our heads instead of teaching us. Each day I would enter her room I would be shaking and when called on would be at a loss for words even though I knew the answer. She had one remarkable trait about her and that was to tell us stories about the Greeks' history, of which we were studying in literature. She also had complete silence in the room but it was through fear of her and not influence.

62. Perhaps it was because of the subject which he taught that I disliked Teacher Z so much. He was really lacking in many of the qualities that are necessary for a good personality. He demanded absolute quiet, and the class had to learn by listening instead of by class participation. He "bullied" the boys and fought with them if they didn't behave. He told the same jokes to the class over and over.

63. The teacher I liked least of all did everything in a dry manner. We talked of nothing but that particular subject the whole hour. The subject was taught by reading a book and merely outlining the facts. In this way the matter did not stay with you. In a few days it would be almost completely forgotten.

64. The reason I didn't like this teacher was because she

was an old grouch. She was a poker-face woman that never once smiled at the student but, instead, she was always glaring at us. She also made the work hard to do and hard to understand. If one couldn't understand anything at once, she got angry and gave the student a failure mark for that day. Although she was good to look at she was not much.

65. I have liked Teacher Z least because, when I'd go up to ask her about a certain question, she would speak to me in an unkind voice instead of helping me to understand it or give me an example. She hardly ever wore a smile but always had a mean look even if she wasn't sore. Teacher Z would never be willing to help you. She would always tell you to find it in the book, even if you didn't understand. I was always afraid to ask her questions for fear she would bawl me out.

66. I disliked Teacher Z as definitely as I have ever disliked any teacher because of the exceedingly degrading feeling he gave me. He was a well-learned man and knew the matter at hand, but he didn't stick to his subject. Some of the disgraceful, demoralizing subjects he talked about made me feel a deep disgust and hatred toward him. He continually called us morons. Any teacher, even though good as he was, should be made extinct.

67. The reason I liked this teacher least of all is because she was harsh. She acted to me as though she thought I was dirt under her feet. It seemed as though, no matter what I'd do for her, she just wouldn't speak a kind word to me. At the beginning of the year I made it a rule to come prepared every day, thinking I'd be on her side. But this was no good. I don't think this teacher was fair in anything she did. She chose certain ones out of the class and to these she gave high marks. To the rest of us she failed. This teacher certainly had favorites.

68. Teacher Z was the teacher I liked least because she didn't have a uniform outline of the subject and this is not the right way to teach. She should have had an outline written for her. She really would jump from one subject to another and *vice versa*. She would be absolutely lazy and have other pupils take the roll, collect all papers, mark the roll book, and then she would go to the extent of letting one pupil take all the class's preparation home and let this pupil mark it the way she or he wanted to mark the paper.

69. I did not like Teacher Z because she always made me come to the front of the room if I had anything to say. I could have done much better standing by my seat. I suffered from an inferior complex. I had not had much experience along this line. I had never made speeches in front of classes. I realize now it was good for me though; but she always would make a scene out of my bashfulness. I feel that she could have done it in a different way.

70. Teacher Z is a very emotional person, so it seems. The blue sky, birds, weather, anything but his subject, carry him away with their beauty. We admit he knows a great deal about the subject he teaches, but he scarcely ever passes much of that knowledge to us. He gives us plenty to do—much too much—I think, and he never explains or helps us with it. No time to study during class, and little recitation, makes the subject disagreeable and hard for us.

71. My reasons for disliking Teacher Z are because, first of all, she has too many pets. I was one of them. I don't like to be one, a bit. Your friends turn against you and the teacher. Teacher Z would excuse the same girls every day to let them do what they wanted. She'd always give unfair marks, not on the work done, but just her personal opinion of the students. Also her appearance wasn't of a woman of her standard. She was very untidy.

72. This teacher has in my judgment tremendous intellectual powers, but at the same time his conceit is unbearable. Never have I seen a man so absorbed in himself. Outside of the classroom his conversation seems to be concocted for the sole purpose of "tooting his own horn." While I dislike humility, I detest conceit.

73. I disliked Teacher Z because of the attitude she took toward everyone. No one dared speak their mind before her because of her attitude. You had to say just what she wanted you to say and in her words or you were completely squelched. She was a good teacher and I don't believe anyone ever left her class without knowing what she had to offer, but it was very disagreeable to learn it.

74. Teacher Z to me was the one I like least of all. I liked very much the subject I took from her, but she was so very critical—always making remarks about the students—calling them names such as "worms," "toe heads," etc. She was not interesting—had no sense of humor and had no consideration of students' feelings. She seemed to have certain students whom she liked, and the others whom she did not like were not even spoken to when they met her in the halls and spoke to her.

75. Teacher Z was a very nervous and high-strung woman. She would often fly off the handle and say things she didn't mean. Later she would apologize. While she has never hit me, I have seen her go to the extremes in punishment many times. At one time she saw a fellow talking in class. Walking quietly up behind him, she seized the back of his head, hitting his face on the desk, which cracked two of his teeth. Led by his parents, we got a petition up for a removal, but were unsuccessful.

76. Teacher Z always came to class with a sad, discontented look. She never had a pleasant word for a pupil, no

matter how hard a person worked. She never gave one a word of encouragement.

77. Teacher Z knows his subject, I think, but he does not make it clear to his pupils. He is always going off on tangents and talking for half the period on a subject with no point to it. His questions are so poorly asked that the student does not guess his meaning. He requires class recitation with books shut, yet reads from his own and expects replies to be word for word as the text states it. He flies off the handle at nothing and in his rage blames the whole class for the action of one student. A hundred and one such things make me despise Teacher Z.

78. Teacher Z is stern-looking, never cracked a smile, never having a word of greeting for anyone. Flew into a rage if the students did not come up to her expectations. Never offered to help the students who could not quite comprehend what she was saying. If she didn't like a certain student, she would tell him what she thought of him; when angry would go to the extreme of pulling hair and slapping the face. Teacher Z would not use good English, but slang.

79. Teacher Z first aroused my dislike by his untidy habits in dress. It was very common to see him with a dirty collar and necktie looking as though he had been in too big a hurry to straighten it. He was never in the classroom when one wanted help. When he was there, he spent his time arguing or reading a book which did not relate in the least to the subject which he was supposed to teach. Students naturally followed his example, so we had a period of reading novels.

80. Teacher Z to my mind should not be allowed to teach young men and women, because I think her type of person is the reason many young boys and girls never finish their high-school education. Although she was a very good

teacher as far as impressing a point on a student's mind went, it was often put there by force rather than of their own desire. She would explain a thing only once; if you understood it all right; if you didn't you would be afraid to return to her class. She was so sarcastic and critical, I doubt if she had a friend.

81. The teacher I liked least was a teacher of last year. My reason for this was because he was such a pessimist, always thinking of the terrible things that are going to happen; always saying how degraded boys and girls of today are. In fact, one would almost go out of his room thinking how really utterly hopeless or repulsive they must be, and thinking how everyone must be just trying their best to stand them. At one time he was very disrespectful in speaking of a person—a young girl who had just met with an accident which proved fatal to her. He was a terrible pessimist.

82. Teacher Z had more enemies than friends. She would rather read the paper than give you your lessons. She would never help you but, instead, she would insult you; make you feel cheap in front of the class. She had only respect for herself and she abused the title of *Teacher*. She hid behind the principal's back and told him a pack of lies.

83. My reasons for disliking Teacher Z are too numerous to write all of them here. She is the dullest, driest teacher I ever had. The subject she taught was very interesting by itself, but she spoiled it and took all the enjoyment out of it by "hashing" it out so much. She was always trying to give the students the impression that she was the only one in the world that knew anything. I don't believe there was ever a student in any of her classes who could say anything different than this about her.

84. Teacher Z, which I disliked, would not pay much attention to what any of us would do. He often sat in the

back seat and ate an apple and read the morning paper while we would be doing our experiments. He had no order to anything and we were always in a disturbance. He gave marks which were most of the time not what I think ought to have been given.

85. My Teacher Z is one of middle age, very well posted in things that have nothing to do with everyday living and which I call a waste of time in knowing. She always considered herself so much above the student. She would condemn a person if they did not know all about the old English ways, customs and books. You must be able to recite Chaucer or you were a very uncouth person.

86. Teacher Z I disliked because she was always nagging, scolding, preaching, stamping, and threatening what she would do to the class if they would do this or that thing which the class would never have thought of if she had not suggested them first. In fact she seemed to get a pleasure out of seeing us feel uncomfortable. You would not dare ask a question on the subject for fear she would jump all over you for not knowing the answer yourself.

87. I find it hard to pick out my worst teacher because I placed them all in the same plane, where only the good ones have shown out. Teachers generally become so absorbed in their own line that they become narrow-minded and therefore lose sight of all the best things in life that they are supposed to inspire their students with. This teacher, besides tending toward narrow-mindedness, was very irritable. The first two or three periods she was all right, but after she became tired she lost all patience and flew into a rage at the slightest provocation. These faults plainly show that this teacher was not supposed to teach and only took the job because it offered more money and, when incapably filled, calls for little work.

88. His arrogance is something I have disliked very much. One should feel proud of his accomplishments, but when that humble feeling of proudness changes to conceited arrogance, well—! His interest in me has been too brotherly. I dislike to have to be on my guard when alone with a teacher! I have had him for several semesters because of his ability to teach mathematics. I've really gained something from his classes, but the man himself is very repugnant to me, if I may use the word *repugnant* describing a man's personality and not physique; he is really a handsome man, but that doesn't excuse his attitude.

89. Teacher Z usually gave unusually long assignments. He did not explain the subject as fully as he should have done according to my opinion. He tried to be too intimate with the girls. He told jokes that absolutely weren't even funny. He nearly always chewed gum. He had favorites whom he helped during the study period. I could have been one, but I didn't care to be. However, I received "A" from him.

90. I disliked Teacher Z because she appeared to be teaching for no other earthly reason than supporting herself. She was not even interested in the progress of a class as a whole, let alone the individual. Her one aim seemed to be to put the pupil as ill at ease as possible. If she didn't feel right, her pupils suffered. She set poor examples by losing her temper and becoming rebellious when one was slow in answering. It delighted her to give no time for preparation for a test. She made the subject a harness to all.

91. Miss Z, to my notion, is a very poor teacher. She is always right and everyone else is wrong. She hasn't the students at heart; all she thinks of is her salary. I don't know what her salary is, but no matter what it is the Board

of Education is getting cheated. There are too many teachers like this one in the schools of today.

92. I liked this teacher least of all because this teacher was very inconsiderate. If one student made a mistake in the class, the teacher made the whole class suffer. The teacher, when angry, would pull hair, shout, jump up and down like a crazy person. Instead of meeting a student halfway, the teacher always had to have everything in her favor and would never give a student the chance to prove his point.

93. Miss "Z" was a relic in the school system, with obsolete ideas. One could plainly see all she cared for was her pay check. She was past the stage where she liked to help the students. She wouldn't admit it if she was wrong or mistaken at any time. What we need on an average is younger and more considerate teachers. Not same old teachers with the same routine every day. The younger generation is moving too fast to be held down to a daily class routine of the same kind every day.

94. I did not like Teacher Z because he took no interest in his work or the class's work. He sat up in front and did nothing. I remember once he took a pile of papers the class had just finished and used it to lift some coal into the stove, putting the papers in the stove, too. I had worked hard on my paper and felt I deserved credit for it. Again he spent a week writing wedding announcements, for which he was paid by a private individual, while the class did pretty much as it pleased. I was there to learn, but he certainly wasn't there to teach.

95. Teacher Z happens to be a man, though all men teachers aren't "Z's." He sits in front of the class at his desk, never leaving it except on test days. When he talks, his voice is the same monotonous tone all the time. It would

be a nice voice to go to sleep to if one wanted to be talked to sleep. However, if one wants to learn something, it's the hardest thing in the world to learn by. He never gets angry, tells a joke, or talks of anything other than the textbook.

96. Mrs. "Z" was a very unfriendly, selfish person. She was rather rude in conduct and language. She wore rouge and make-up in excess of the limit. She seemed to think that the student was not able to learn things, but that she must pound them into their head. She was not interested in anything but getting the lesson over and getting rid of the students.

97. There are really two Teacher Z's, one is a man and the other a woman. Neither of them can control their students or command much respect from us. The woman never gave us any written home work although it was a class where much was needed. Whenever they told a thing once they would not repeat it again. Always grouchy and never wanting to answer questions.

98. The teacher I liked least was continually talking. She made quite a few failures by convincing a student that he was going to fail by constantly talking failure. She never encouraged unless the work was of the highest class and she was friendly only to those students who did the highest grade of work.

99. Teacher Z has a furious temper and an idea that she is God's gift to the student. She is coarse and vulgar, often telling dirty jokes, at times swearing and advising students to read questionable books. Her manner toward students she dislikes is marked and unjust, while the students she takes a favor to are blessed with good grades, deservingly or not. She wears an unattractive make-up, overly short dresses, chews gum, and has a loud, dominating voice with a nasal twang and also a heavy, clumping walk.

100. Teacher Z was lovely to all, but we soon learned that she would give us good grades whether we worked or not; consequently we really wasted a whole year's work.

101. Teacher Z always taught her classes mechanically. She had absolutely no sense of humor. She took no interest beyond giving you the textbook. She gave the impression of teaching not because she liked it but because it was a necessity.

102. Teacher Z was a typical school teacher. I had the greatest desire to crawl under my seat when she cast a stony glance in my direction. Cross, cold and irritable at all times. No sympathy, no interest, no appreciation of anything you might do for her or yourself. Snapping fingers and shouting at you if you made the slightest error. These were the characteristics of Teacher Z.

103. I did not like Teacher Z because she was not really to be called a teacher. She taught literature in a grammar school and taught us just as much literature as a Math teacher does in high school. She seemed to favor the big boys of the class and scorned the runts and girls. We were only allowed to read at a certain time each day and then we had to read just what she assigned within a certain length of time by a stop watch, then we were tested upon what we had read.

104. I never hated anyone worse than Teacher Z. Many times I could scarcely keep from breaking down in dread of having him. He never did anything to me really, but he just was so dumb and narrow-minded. I had just started in the city school after being raised in the country and I never felt worse in my life. He had several pets, or rather one really, and if a teacher has a pet they are "out" with me. This teacher just wasn't friendly, but his pets were what got me.

105. Teacher Z had evidently been required to teach

some very hard-boiled students when first starting her career and had received the impression that they were all the same. She was a petty arrogant ruler who did not pass up one opportunity to display her authority to everyone. There is no necessity for shouting at the top of one's lungs at some pupil in a far corner of the room when a quiet lecture would serve the same purpose.

106. Teacher Z couldn't look friendly on a bet. In my opinion this was the typical old-fashioned school teacher, cross, monotonous, sticking to the same thing every day. She didn't have the ability to mix with students or the ability to obtain the highest required amount of work and still have the students realize they were enjoying the class.

107. Teacher Z was rough in manner, her words were always harsh and most of the time sarcastic. If she could embarrass you, that seemed to delight her. She was a very good instructor, that is, knew her work, but she expected the pupils to know as much as she did offhand. She lacked consideration for the pupils.

108. This teacher was working for money. He had no particular interest in his subject. He did not emphasize absolute accuracy. If you had the correct idea, he considered it all right. On a problem he did not insist on absolute conventional method of procedure. He did not give his utmost effort in teaching conventional procedure. Consequently I have paid for his inability.

109. I have disliked Teacher Z because she growled the whole period at us. She didn't teach us anything in class—she took the time for growling and gave us enough assignments to do out of class to keep us up all night. If she had taken the time she was fighting with us to go over our lesson, we wouldn't have had to do half as much home work. This year my teacher gives us home work and then the next day

we go over it in class and we feel like we have learned something. She helps us with what we don't understand. We can ask her to explain something without expecting a bawling out for not knowing it.

110. Teacher Z was an old teacher of the gone generation and was used to old-fashioned ways of beating it into you. Although she had some very good things about her, she would not try to help the person who was not as good as the higher students in the class. Always cranky and cross, and never had a smile on her face. She was not liked well on account of that.

111. I disliked Teacher Z because she did not understand high-school pupils. She expected them to know as much as she did about the subject, which required much explaining, and really acted as if she resented being questioned. She called the pupils who did not catch on easily "dumb-bells" or "idiots" right out in class. This hurt or embarrassed timid pupils.

112. Teacher Z was very high-handed. The course was as uninteresting as her personality could possibly make it. She would not let you say anything in her class that differed from her views on the subject. If you did, you were considered impertinent and often sent to the office.

113. Of the teachers that have taught me, Teacher Z was the most hateful. She slapped boys and girls for doing absolutely nothing. We all thought she was a very nervous teacher and ought to have been put out. She slapped girls because they used rouge and lipstick. She slapped boys because they laughed or whispered in her presence. She pulled one's hair if she thought you were not listening. Never wanted to explain anything twice. She was a mean one.

114. Teacher Z, the teacher I liked least of all, was un-

sympathetic. She was sarcastic and could make one feel so low that one could cry. She had a habit of saying what, to her, were funny things and laughing until you could choke her. She did not understand students. I remember one poor little hunchback boy in my class who had an awful inferiority complex, and Teacher Z just romped on him all the time, because he would cringe from her.

115. Teacher Z was unreasonable in classroom discipline. Her anger was almost frenzy. She showed favoritism in class preference for boys. They did not appreciate this preference, and certainly the girls did not. Her life and reputation outside of school was not exactly what it should have been. Pupils want to be able to look up to teachers, not to discuss their doings in whispers.

116. Teacher Z was an elderly teacher with a very puritanic character. She had been trained abroad and had brought back with her many European ideas and rules concerning teaching. From the first she interested me greatly. Her system of teaching especially intrigued me and I worked like a Trojan. However, whenever one made a mistake she harped on it for weeks at a time, often she would make the pupils cry, I know, because I was one. And to top it all she was very, very strict and untactful. One cannot respect one whom one fears.

117. I disliked her because she was so strict and impersonal; howled at everything that was done wrong; seemed as if she was trying to scare the subject into us. Made me dislike the class and everything in it.

118. I dislike Teacher Z because he had no control over the class. It was very hard to work on account of the continual noise and "wise-cracking." He did not know the work that he was trying to teach and was often contradicted by students in the class and after an argument the teacher was

proven wrong—but he always found excuses, which made me dislike him more. He would always be taking names of the disorderly pupils and that kept him busy most of the time. I can truthfully say that I did not learn much in his class. He gave everyone the same grade whether he deserved it or not. He was unjust.

119. I am not fond of Teacher Z because—1. He is not steady—that is, he is easily shifted to some other subject when he is talking. 2. He has no control over his class. 3. His work is not hard enough and the pupils loaf.

120. Teacher Z—a very old-fashioned, quite narrow-minded person who was lacking in the art of handling students. She was a tyrant in my young life. Although possessed with a good understanding of her subject, she failed to make me work harder than I needed in order to pass. She was strict to a point of exasperation and the daily contact with her made me cringe at the thought of it.

121. Teacher Z was a teacher that always bragged. He talked entirely too much about topics that did not have anything to do with the course. If a student was falling behind, he received no encouragement from the teacher. The teacher often took a paper and read a certain student's mistakes to the class and also tell whose paper it was, thus making the student feel embarrassed and discouraged. It also made the other students feel bad.

122. I disliked this teacher because he made me feel afraid of him. He used profane language and discouraged students by telling them they were not capable of learning and it was a waste of his time and others' to teach them. Disposition was very irritable. Never made work interesting. Never had class under control because he never showed them respect.

123. Teacher Z is too snobbish. She is just out of college

and thinks she rates. She dislikes the popular girls in school and tries to rate with all the men teachers. She lacks personality and poses too much. She tries to pry into your affairs and, if you don't tell her how cute she looks at least once a day, she gives you poor marks. Even if you are one of the best in the class, she does not give you a square deal. She also smokes too much.

124. Teacher Z didn't care whether I did my work or not. She never warned me and never told me whether my work was satisfactory—which left me in doubt about my work. She never mentioned whether I had any possibilities, which I am always anxious to know and hear about.

125. Teacher Z is a prim and proper teacher. She attends to business and never varies her attack. She has a smile that is likable, but hardly ever uses it. She has a stern personality that just gets under your skin.

126. Teacher Z was a hardened, callous old crank. She seemed to be proud of her ability to be "hard boiled." She tried to force issues and to ride roughshod over your personal objections. When put in a bad spot, she never admitted herself to be wrong. Besides being a very poor teacher, she was too old or had forgotten the problems of younger people. She should have been done away with in some painless way.

127. I like her for herself because she is a fine teacher technically and morally, and she knew her music and how to teach it; but I believe she is too partial to certain students and often picks on one student and makes it mean for the individual. During musical-comedy productions she will not give a lead to students who have been perfect in conduct, but she will hand over a rôle of importance to a student who has been intolerable and "F" in citizenship. I believe that a student should have a chance to develop his talent, but in this

case I would rather give the help to the student who is half decent rather than to the rowdy of the class.

128. Teacher Z was an old buzzard who gave the girls "A" and the boys "D's" and "F's." A boy and girl doing the same caliber of work, the girl would invariably receive the higher grade. Believe it or not, this is a fact.

129. Teacher Z gave me a failure. She explained it was a "punishing" grade because of failure to obey some minute instructions in typing, although charts showed me to be one of the best typists in the class. My counselor agreed with me but couldn't do anything to change the grade. Had a few differences.

130. I chose my Teacher Z because of the following points: In the first place, she does not understand what she teaches. Her mind is not capable of the job. She has her "pets" and the others do not get a square deal. I say this knowing that I am one of her "pets." Her classes are the most disorderly of any I have ever seen, for the simple reason that she does not gain the respect of her students.

131. Teacher Z talks too loud. She bellows at the class and doesn't mind whether she is ladylike or not. She doesn't grade fairly. She comes to school in a fluffy chiffon dress and flat-heel shoes. With Teacher Z you feel below average. She dyes her hair and plucks her eyebrows. She makes fun of the pupils.

132. Wears one dress six months and is extremely dirty. Is extremely cross and grouchy at all times. Never explains lessons at all. You are supposed to get it for yourself. The average in the class is very low. An unjust marker. Very sarcastic.

133. One reason for disliking this teacher was her shabby appearance and distasteful odor when standing or sitting near you. She was always on the sour side of life and

just crabbed incessantly. Instead of helping you with your subject she scolded you so you couldn't do anything after she was through with you.

134. Teacher Z! What a terror on wheels. When I first saw her I thought "I'm going to like that teacher." She was very nice-looking and would have had a lovely personality if she hadn't had such a temper. Small things irritated her so that she flew off the handle frequently, and most of her pupils were so afraid of her they couldn't do their best work.

135. I disliked Teacher Z because of her dislike for the majority of her students. Her attention was turned toward but a few. These few received good grades. The rest got whatever she felt like giving them. When playing on the field (she was a gym teacher), you felt as if you were playing under a criticizing eye instead of a helping one. Her manner was coarse and crude. She even called her own children brats.

136. I don't like Teacher Z because she showed favoritism to the opposite sex. This may sound like jealousy but it isn't. She even goes so far as to help them in tests. She talks about one behind their back and shows only a feeling of friendliness to their face. She also is terribly sarcastic.

137. Teacher Z is my English teacher. I have always liked English and have received better marks during my schooling in this subject than any other. This term seems to be different, the teacher is not a bit understanding and I haven't any interest so naturally my work is not of high standing. She doesn't seem to take interest in her work, and as far as getting anything out of the course I couldn't.

138. This teacher is my physiology teacher. She is very sloppy in her appearance. She gives one the impression she is tough. She yells at nothing and does nothing when the

occasion calls for discipline. She is too personal with her students. She knows her physiology but she does not know how to put it over so anyone else could learn anything. I have had her for one semester and I know scarcely a thing on the subject.

139. This Teacher Z is sitting constantly at the desk, hollering first at one, then the other, marking for citizenship. The whole class just hate her. In fact, every student who has had her does.

140. I do not like this teacher as much as the others because she is not very pleasant and she never smiles. She also yells quite frequently and does not seem to have much control over the boys. I think she would accomplish more if she spoke more quietly.

141. Teacher Z was a woman who was too old to enjoy the really beautiful things in life. She was so narrow-minded, it was a pity. She hated youth and made it most miserable for her students. Although she knew her subject thoroughly, I detested her. She considered all students of high-school age dumb. She actually thought she was giving us a break to waste her time in trying to teach us. I don't think I ever felt comfortable in the presence of this woman. She was miserable and she made everyone else the same.

142. Teacher Z was a very poor moral example for her students. She herself is very limited and seems to do all she can to limit those in her classes. She has been very poorly trained, or at least that is the impression she gives. There is no refinement or proof of good mental culture about her. Instead of aiding the students, she dominates them with overexpressed authority.

143. She was a good teacher but was exceedingly unfair and she expressed her liking and dislikes for her pupils before her classes. She was untidy and onery. She had taught

for years and she hasn't changed her ways of teaching since she taught my girl friend's mother.

144. I liked Teacher Z least of all because she was coarse, unladylike, and always sloppily dressed. She was given to outbursts of anger and did not grade fairly. She knows her subject thoroughly but is inclined to consider us as college students and gives us too advanced work. She has no system for class work.

145. My Teacher Z was a major teacher who used to beat violently upon her desk with a ruler to restore order, and failing that way she resorted to shouting. Nothing there was sane and businesslike. We would have probably respected her and listened more had she done the same for us.

146. The teacher I liked least of all was a great, big, lazy, overgrown hulk of a Latin teacher. (The subject may have had something to do with my dislike.) Anyway, he leaned back in his chair, had a monitor for the windows, one for the roll call, another to send boys to the blackboard, yet another to mark them, and finally a monitor to enter the marks in the record book. Passing marks were few and far between.

147. Teacher Z was a teacher who was too exact. She is very touchy, crabby, and sometimes overburdened with disagreeableness. Although she is not partial to any one student, she makes life miserable to all, thereby making school a misery instead of a pleasure.

148. Teacher Z was intelligent but knew it too well. She flaunted it. She was always nagging about whether or not you did your work. Her voice was raucous. She made it a point to tell you how vulgar it looked to talk to boys, use lipstick, etc. Everything looked "dirty" and "sexy" to her. She was deceitful, too, for she'd tell you these things with a sickly smile on her face which screamed insincerity. She

favored the boys and laughed at their silly cracks, but a girl had to be quiet—"seen and not heard."

149. Teacher Z is one who likes to lecture and preach to her students. She is every inch a teacher and not a sort of companion to the students with whom she comes in contact. I mean by that, that she considers her wisdom much greater; of course it is, but why must she show it?

150. I had Teacher Z for geometry, and the main reason for not liking him is that he scared me so. When I was in his room I was practically petrified. Before class I would know my theorems perfectly, but as soon as I entered his room all signs of intelligence vanished. He would peer about the room over his glasses and then fairly jump at some one to recite the theorems. After his class, which was in the morning, I was practically worthless the rest of the day. While I had him I was on the verge of a nervous breakdown, until my program was changed after half of the term elapsed.

151. Teacher Z, though teaching the same subject as "A," was the exact opposite. She gave a good deal of home work, but we had a feeling that it wasn't worth while doing it. She was always serious and her class was the sleepiest in school. She was not sure of herself and many times would not call on a pupil who had a question to ask for fear that she could not answer it. Quite often she would evade or not answer a question. Her grading was fairly accurate.

152. The reason I do not like Teacher Z is as follows: He rushes out of the room as soon as the bell rings; during the period he never leaves his desk, except at the end of the quarter, when he has to mark cards; then it hits you hard and he tells you all the mistakes you have made during the quarter.

153. She was quite old. She always crabbed and was

continually threatening something that afterwards she would not do. She almost never smiled and never laughed at a joke. Her strict tests and uninteresting way of teaching made everybody call her names behind her back instead of respecting her. Many is the time that I spent hours on her work because she did not explain it intelligently and was impatient at questions.

154. Teacher Z soon became my enemy by his partiality. He even admitted it himself. He was a very well educated man, widely traveled, and yet did not quite have the knack of putting his knowledge within the grasp of the student. He was easily angered and had been called to account for his rough treatment of students. When, on a few occasions, he was wrong he admitted it with very bad grace. Outside of school, however, he was one of my best friends. We have often had good times together.

155. I disliked Teacher Z for many reasons. He knew his subjects thoroughly, having a master's degree, yet his classes were deadly and tiresome. He talked the whole period on things that had no connection with the subject whatsoever. Always telling how he did this and how he did that. I would have called it more of an autobiography class than an algebra class. He was also very unreasonable in his treatment of the students.

156. I think this teacher a disgrace to the profession. Another boy and I handed in exactly the same work. He got a failing grade and I got a high grade. This boy did not get along with the teacher. Undoubtedly she had no business teaching school.

157. Teacher Z was the sort of person who would take advantage of his position to belittle anyone he happened to dislike. He knew less and could lie nearly as effectively as the acknowledged king of the district. He had been in the

army and therefore thought everyone should be disciplined as he had been in his army days. Naturally this sort of discipline is a little too much for boys of high-school age.

158. Teacher Z was a regular old "eagle." He seemed to have it in for me at the very first and watched every move I made. He never smiled at me once or showed any friendliness and for that reason I never attempted to take anything from him. Every time I made a crooked move he hopped all over me and became so angry that he nearly burst. He never had any consideration for me, being just a freshman then and not knowing very much. He was my assembly guard.

159. I liked her the least because she was a sort of snob. She never gave any too much time to helping anyone except those who could be called teacher's pets and on these she spent all of her time. Besides disliking her for personal reasons, I disliked her because it was from her that I learned the least. Also, she acted like a flapper, running around, smoking and drinking with any man that she could.

160. Teacher Z seems to get great enjoyment from addressing confusing questions to her students and after they are hopelessly muddled and thoroughly embarrassed she proceeds to laugh at them. For this one reason one cannot approach her with confidence to get the help that he or she very probably needs.

161. I like Teacher Z the least because he would say anything to you in front of the whole class. He quite often embarrassed you not only about subject matter but also personal things. He always made a joke out of silly and simple things. He would assign a short lesson at the first of the week, then work you to death at the end of the week. He was too partial to his favorites and personal friends. You were graded according to how many errands you had run

for him. He was too free with his silly jokes. He was too feminine.

162. Teacher Z was the one I liked least of all because she had pets. She was the type of a woman that would bring up the dirtiest parts in a poem. She was also a good drinker. That is one thing I disliked about her. She was also a good smoker.

163. I do not like Teacher Z because of his unreasonable conduct rules. For instance, there was a large clock in front of the room. A student is bound to glance at it once in a while. Just as sure as you did, down to the office you went. Then he made you apologize as though he were a king. He had his "pets" and favorite pupils. They were always high. He was a funny person out of school—very likable, but in school one that made you hate him fearfully.

164. Teacher Z, instead of holding the student after class to explain errors which the student has made, will, in plain words, "make a monkey out of you" before the class by relating the error to the class and letting the class laugh at the embarrassed student's expense. I don't think Teacher Z should do this because it is her duty to show the student his mistake so that he may correct it, not kindle hatred in the student's heart by making a student a laughing stock of the classroom.

165. I have disliked Teacher Z because of her partiality, because of her impatience, rudeness, great sarcasm, and because of her use of slang (or worse) in class. If one of her athletic classes does not play the game well, she immediately proceeds to tell the class that it is the worst class she has and that she cannot see how we can be so "dumb." I think she should control her feelings more and keep her thoughts to herself.

166. Teacher Z was ugly; she was "ornery." If you

weren't "smart," she never gave you a chance to make good. She never explained things. She had the smartest students for favorites. You felt that she did not like children and was only teaching because she had to. She did not grade just or fairly. She was brusque. If you were sensitive, she never allowed for it. She plowed through a lesson as if it were the most uninteresting thing she ever did. It made you feel that way, too. She talked all the time and didn't give the student a chance.

167. The teacher I liked least was my Latin teacher. I can't tell you exactly how I feel because I haven't had teachers I really disliked. But this Teacher Z was so old-maidish. The only time she'd talk to you was when she was addressing you in class. If you came after class and asked for some help, she'd give you a little clue and smile at you as if to say, "I'm just getting money for teaching or else I wouldn't have anything to do with you children." She'd generally tell you to go home and think it out. I tried my best to like her and be nice but somehow I couldn't.

168. Teacher Z had no control at all over her class. One could get "A's" without trying in the least. She had done some writing at one time and we were compelled to read this in class regardless of the fact that it was suited for grammar-school children. She was far too old for high-school teaching. She might have made a good first-grade teacher but I doubt it. I learned nothing in her class. Six months wasted.

169. Teacher Z is of middle age and fairly good appearance. She was very cold and did not try to understand the pupils as individuals but merely as a mass of people of which you got the understanding she didn't seem to care if you learned or not. Tried to bully you into learning something which she made very unpleasant.

170. Very personal, always telling the class how she was overworked; always telling the class her family history; didn't teach us a thing; very temperamental; showed partiality to certain students; class laughed at her.

171. I do not like Teacher Z because I do not believe she has an understanding of her subject. She knows it well enough to teach it and, if you are a good parrot, you can get by. She claims to teach her subject thoroughly but, not having made her pupils work out other problems themselves, they soon forget. She has many excellent qualities though. She is very fair and square and absolutely honest, and many students prefer this type.

172. Teacher Z was too curt and short in her dealings with anyone. She never appeared friendly to anyone. She made every lesson just a bore and drag which I couldn't stand but had to. Whenever I spoke to her or if anyone else spoke to her she kept us all at a distance. Everything was business with her. Although going to school means studying hard, students need friendship and understanding back of it all. Teacher Z never seemed to possess any of the above qualities, which help a student out so much. I admit she did teach us a lot. She drummed it into our heads.

173. One of the most disagreeable qualities in the least-liked teacher is distrust, one who treats you as an unreliable child who must be watched cautiously. She is a teacher who clings strictly to textbooks and text matter and insists on all recitations being formal and precise—one whose attitude is that of a teacher and not of a friendly educator.

174. The teacher I liked least of all had absolutely no control over her class. She would assign a lesson and then never call for it. She would never hold class discussion so that the students might develop ideas. She left the room often and had "pets" in her class.

175. Teacher Z was very cynical. Personal opinions and views were absolutely void. Every word out of textbooks was her creed. You were supposed to be just as bright as she was, no exceptions. Very unreasonable. She gave so much home work it would take almost an hour outside of study period in school to do, and then when you came to class she would collect it and throw it in the basket. She gave no help on it or corrected you.

176. My reasons for disliking Teacher Z: She had no patience, no kindliness such as had Teacher A. Her period was more of a drudgery than a pleasure. All she could do was become angry, unreasonable and mean. She took the class as a mere bunch of "horses" which she thought she could lead around by hollering at us. She never cared to make us feel like she was really interested in us or our learning the subject. She was unfair.

177. Teacher Z was a teacher whom I couldn't stand. She was too old to be teaching and was actually childish. She couldn't do two things at once. She got on my nerves. The first term I had her she gave me straight "A's," which I didn't deserve, and the second term "D's" and "F's" when I should have had "B's" and "C's" the whole time.

178. Remarks often lower opinions of students. Not long ago one of my teachers said she hated babies and young children. Just what she thinks of high-school students she didn't say, but I can draw my own conclusions as to that.

179. Teacher Z has not one dram of humor in her make-up. Every lesson is cut and dried and the seasoning, if any, taken away before the pupil is permitted to deal with it. She is one of the most uninteresting talkers I have ever heard.

180. The teacher I liked least of all was dreadfully prim and precise. Everything she gave us seemed so hard and she seemed to expect almost the impossible from us. She taught

her subject with the air of a parrot repeating, and there were no interesting facts or incidents to break the monotony of United States history. Other teachers made the course interesting by bringing out not so well-known details of famous personages or great events.

181. Teacher Z was the least liked by me because she gave so much home work that it kept you doing most of your study time with the work she assigned. She got great sport of "burning students up" if they were a victim of this weakness. She was cross 99 per cent of the time and was very irritating. She had a temper like a mad bull and would slap girls' faces and make statements that she would like to whip the boys.

182. She was disagreeable. I never saw her smile. She seemed to have a grudge against the world and took it out on us. She was unreasonable. Worst of all, I considered her an unfair marker, the only one I have met with so far.

183. This teacher seemed to delight more in razzing students and pestering them all the time than anything else, with the result her classes were slow. She was unfair in that anyone who knew how to polish the apple and did it well got an "A," good work or no good work. She also was the "put-on" type. Always, when she met me in the hall she had a big smile and a good word, but in the classroom she was nothing less than a crab.

184. This teacher talks incessantly of her troubles, loses complete control of herself, forms suspicions on innocent people, expresses all her thoughts of people aloud, tells jokes ("stale" jokes), and pounces on you if you laugh uproariously. Laughing uproariously is to the student merely an outlet to his nervous system. She is sickly, misunderstanding, offensively frank, insinuative, and very plaintive. One doesn't usually learn much in her classes either.

185. This teacher seemed to me absolutely devoid of common ordinary good sense and certainly unfit for teaching this subject. She held us down to nothing, made no requirements of us, and made no discrimination between "A" and "F" students. They were all "B." There were days on end when there was no assignment, no work in class. Our daily period consisted of fooling and conversation having nothing to do with our subject. Besides, she was herself sadly lacking of any comprehensive knowledge of what she was teaching. (Note: This teacher, though here for years, is now transferred. I rather imagine some one woke up to the facts.)

186. The teacher I disliked most of all was a teacher, I will say, "without a heart." If you turned around you would be punished. She piled work on us and when we asked her to explain something to us she would say, "What do you think you have a book for?" May I add that this teacher was so disliked that anyone who knew her would not sign up for the subject she taught. She was finally forced to give up her job.

187. The reason why I liked Teacher Z least of all was because he couldn't sympathize with the students, had a mean look, and made wise cracks. If one didn't laugh at his thoughtless "cracks" he would think you were a "moron" and didn't know any better. The intelligent, in fact, were the ones who frowned not at the "cracks" but at the teacher. The teacher, nevertheless, thinks it's the "cracks." This teacher is one who "knows it all." He says to the students: "Who is right—the book or the teacher?" One boy said "the book" and he nearly fainted. Teacher Z made the boy say "the teacher was right."

188. Teacher Z is sort of narrow-minded, is not willing to admit mistakes, has racial differences in teaching, is only

willing to help those she knows, and does not take an interest in the individual person. She has a personal liking for some pupils and leaves others out. She does not look into individuals' needs; only takes her own point of view and no one else's ideas and ways of thinking. She is always talking about the inferiority complex of certain nationalities. Thinks the whites the highest order of mankind.

189. Teacher Z appears disinterested and even bored with herself, the subject she is teaching, and the children she teaches. She does not make you feel any interest in the subject and even makes it hard for those who need a little encouragement in their work.

190. I did not like this teacher because she could not control the class and therefore we did not try to do our work for we knew that we would receive good marks anyway.

191. Teacher Z could not keep a class quiet. She was a refined and quiet woman but she had no control over her classes. If a teacher cannot get her students' attention, she cannot teach them anything. From the minute we entered her class to the minute we left all we heard was "keep still," "quit that," etc. I did not try to work in this class, neither did any other student.

192. Teacher Z is rude to her pupils. Although I get good grades in the subject which she teaches, I think she isn't a fair marker.

193. Teacher Z had the best personality of all my teachers. She also knew her subject, but she was not strict enough and the pupils were not made to learn and be as conscientious as they would have been in the case of Teacher A.

194. This teacher is not so good as the other for as follows: He is talkative in not the main subject we are to take. He also has the favoritism, which others don't like him to do. His class is so talkative when we have recitations so

that when we have our X some could not answer our X in the proper way.

195. Teacher Z was very nervous. She had a violent temper and was given to fits of crying. One minute she was pleasant and the next minute she would even go so far as to call the students names. She would not listen to reason and was always blaming somebody for something he didn't do. She would talk all period and nobody got anything done.

196. I disliked Teacher Z because: 1. He was cold and unfriendly. 2. He made too much use of biting sarcasm. 3. His pupils were filled with fear upon entering his class.

197. I disliked Teacher Z a great deal for these reasons: She worked from a mechanical standpoint and if you got the work, all well and good, and if you didn't, it made no difference. Perhaps she was right from this standpoint that it made the students hustle more, and more or less made them prompt, but more students failed with her than with any other teacher.

198. I did not like Teacher Z because of his purely intellectual attitude. In his class his attitude was this: "Shut up! and listen to what I have to say. What you have to say is of little or no importance to me." His attitude was not to construct but to destroy. And no matter what he said it was not his own; it was Adler, Freud, Nietzsche, Jung. Psychology! Psychology! and Psychology!

199. Teacher Z came to school in the same suit, always looking sloppy. He was never willing to correct his mistakes and was not able to keep any kind of order at all in class. He graded class papers high and then "flunked" you on your report card. He graded on a percentage basis. He could not or did not try to stop a fight in the classroom.

200. I disliked Teacher Z for the following reasons: She never had a smile for anyone; her ideas were too deep

for the majority of high-school students; she was too old-fashioned; never did we get one day of rest from home work; her home work was out of reason—an outline every night; she did not try to understand the different classes of students but treated them all alike—a flock of sheep; was not willing to help you if you missed a couple of days' work but growled at you and gave you an "F"; her appearance was never pleasing to one's eyes. This teacher usually spent the whole period on some dry subject and she had a very unpleasant voice; everything was said in a perfect monotone.

201. Teacher Z was one who could never stick to the subject she was teaching but rambled off on other subjects, such as her trips, her friends, etc., which were not told interestingly and therefore made the class bored. Incidentally, I never learned much from her.

202. I did not like the subject taught by Teacher Z. I did not like her sarcasm; she did not give us a chance to voice our ideas. She stuck close to book form and would not tolerate anything that did not correspond with the text. She favored some and gave hell to the rest. She would not give a second chance. She was always handing out detention slips. She was my version of "hell on earth."

203. Teacher Z seemed to me to be rather ignorant of her subject and oftentimes she would know less about the work than the class did. She marked very easily and almost no home work at all was sufficient to get a good mark.

204. I did not like this teacher because: 1. She certainly did not show confidence in her knowledge of the subject she taught. Whenever a question was asked, she would beat around the bush and sometimes (very often) would answer, "If I knew that I wouldn't be here." 2. Of course, such uncertainty on her part lessened respect for her on the part of the students. She did not respect the opinions of her

pupils. 3. She had no sense of humor; she would never loosen up in her severe atmosphere. 4. She kept strict order. It amounted to "cranky" order.

205. I didn't like Teacher Z. She gave me failures on my card when I was trying and did my home work every day. I failed in the tests she gave, so she flunked me for the term. She was just a student teacher and was just getting experience—but I was the one to suffer. She discouraged me with school by telling me that I would never amount to anything.

206. Teacher Z was too old to have an interest in anything but herself. She would sit at her desk day after day and never have one thing to say to you. Our work was done in budgets, and if a student had initiative to do it by herself it was all right—if not it was just the same to her. We never knew what we were graded on or what grade we got on our budgets. One student took the roll and you could cut her class and never have anything said about it. She sat in a daze and knew nothing of what was going on around her. Usually she was either drawing plans for a house or writing poetry during our class time.

207. I do not like this teacher because she was not interested in the course and seemed to be teaching only for a living, not like "A," whose soul was in her work. She would never hand back any papers and anyone who would smile at her and look bright would receive a "B." She did not make the course interesting and the period was quite boring.

208. Teacher Z I disliked because she was flippant and extremely tart. She had no respect for students in any case. She did not try to be helpful. She has a sharp, staccato voice. She shows no culture or understanding of human nature. She attempts to assume an air of coyness rather than dignity.

209. I like Miss "Z" least of all for one reason. She

has a habit of embarrassing the members of her class. She finally became so bad that no one would volunteer to recite. She one day "bawled out" a boy for that reason and asked him why he did not recite. He told her that, if she would not try to "burn him up" every time he said something, he'd say more. She became angry and made the rest of the semester as hard as possible for that boy and tried to flunk him. That was the second term of Latin and he received a "C" while in Latin III and in IV he received strong "B's."

210. Teacher Z was a teacher who liked to embarrass students in front of the class, sometimes saying things for which some one should "bust him in the teeth."

211. Teacher Z had been teaching for all of thirty years and had every day's work mapped out for every day in the term. Every bit of work must be done exactly as her pupils had always done it. No one could argue with her, for she knew more about her subject than any other person (she would tell you so). She had no consideration for pupils as individuals.

212. She took everything too seriously and had no sense of humor. She didn't try to understand the student's side. She had a closed mind.

213. This teacher had the faculty for inspiring in her pupils a sense of great fear and dread of being called upon when she entered the room. She was very strict, very harsh, and there was no deviation from her usual classroom attitude. If a mistake is made by the pupils, he was not helped out in a kindly, helpful way, but rather just the opposite. She was of middle age, of very great stature and general build, dresses unattractively, and had a dominating air.

214. I disliked this teacher so much because she is so terribly rude and tactless, both personally and as a teacher. She made extremely mean personal remarks to some of her

students about their grades and their work and seemed to take great delight in embarrassing one and hurting one's feelings. She was coarse and used common language when she got mad. She rarely made remarks about anything without getting sarcastic, and she openly showed her grudges against some of the members of the class. She knows her subject but does not present it well. She is personally disagreeable and just plain hopeless as a likable teacher.

215. This teacher is, as far as I know, entirely inaccessible and unapproachable. He does not seem interested in either his subject or his pupils. I know so little about him (after having had him one hour per day for 20 weeks) that perhaps I am judging too hastily. Everything is entirely mechanical. He does not seem to be able to control discipline in his class. He lets his pupils find all the material by themselves. He gives assignments and tests. He doesn't even correct the tests himself. The pupils do so for one another.

216. Teacher Z is a woman who thinks that everyone is a liar until he proves himself otherwise. Because she continually bawls people out, we all do our best to irritate her.

217. Short experience as a teacher, one of the rule-by-rod type—loud-mouthed, discipline by strength and penalty and no sense of humor or understanding of children. Needless to say, he was replaced shortly by a much more refined type who proceeded to get results where the former had failed.

218. In the first place she is never smiling. Sometimes she doesn't even notice you outside of class. She must have absolute quiet before she will begin the day's lesson. At the beginning of the term she emphasized tardiness. She herself has never been on time so far this term. (There are 3 days of the term left.)

219. Teacher Z knew her material. She knew it so well that she had no patience or time for anyone who did not. Her subject happened to be the one most difficult for me and, when I could not understand something or had difficulty, she made me extremely uncomfortable by her attitude. She was a little silly, giggly person, too, who seemed to hate to think that she was slowly but surely becoming an "old maid." She was quite inconsistent, too. She would make big plans for some project or piece of work, but before it ever materialized she would be off on another track, leaving our work started. She collected papers day after day, which she never looked at.

220. I know of one Teacher Z who, if she were ever given employment in any place but the school, would never hold a position. In her classes she is continually calling students "babies," "nitwits," etc. She takes up more time in this way, or bragging about herself, than she does teaching. She seems to understand her subject herself but cannot teach any one else. Her interests are neither with the school or the students and she is continually making fun of both. She goes to class with a sleepy look on her face and a grouchy disposition.

221. Teacher Z is a young squirt just out of college, teaching school for the sport of it. He is no more familiar with his subject than any college graduate. While holding recitations he has the book constantly before him and never has any ideas of his own to present. We recite on the lesson just as it is in the book and never have a class discussion. He has a hot temper and it often gets the best of him. He plays up to the older and prettier girls of the class.

222. Teacher Z was a man with whom I never did become very friendly. He knew how to teach all right but I just couldn't like him very well. He seemed a rather "bully"

type of a person and rarely smiled. Many times when you would meet this teacher he wouldn't speak and acted as though he didn't see you. This teacher was a flirt much of the time around the high-school girls, and he was married.

223. In the first place Teacher Z doesn't have a very keen sense of humor. She very seldom lets the class enjoy itself. She is very brilliant and she expects her students to be as brilliant as she is. She makes you do so much work and so fast that you don't know what you have studied when you are through. To cover the material seems to be her main idea. I think it should be a better idea to get the material thoroughly and not cover so much territory.

224. I liked Teacher Z least of all because she would not explain things in such a manner that we could understand them. And she would not even try to explain in any other way. If I asked her a question she would say, "Look it up in your book." She always said that we should never ask questions about anything given in our text. But I think that oftentimes it is hard to understand the explanation in the book and that if the teacher would explain it by her method that perhaps we could get more out of it.

225. Teacher Z was an old-like lady to whom you felt like you were a piece of property. Each day she would give the same assignment of so many pages. You always felt as if she was looking at you scornfully. She was always very quick to be simply horrified if you made a mistake. This made you say, "I don't know," a lot of times when you were not absolutely sure about yourself because she didn't have so much to say when you said that. I really was afraid of her and didn't want to do things for her like she wanted them done.

226. Her class is as solemn and uneventful as it can be.

227. Incapable of answering some class questions dis-

tinctly. Uses notes on all his class talks. Never gives a reason "why" for his statements. Does not show his authority in the right way.

228. I am rather slow at understanding and she had no patience with such persons. If you didn't understand a lesson at the first explanation, you did the best you could. Many times your efforts were overlooked, but never your faults.

229. I didn't like Teacher Z because I was always nervous when he was present. Teacher Z always walked up and down the aisles, watched every move you made. He made you feel like a criminal. Teacher Z was always sneaking up behind you and looking over your shoulder.

230. Teacher Z does not consider that the students have a right to be wrong at times and is always making it harder for a student who is not talented in that certain subject.

231. Teacher Z, the one whom I liked least, I think has no right to be teaching anywhere. First, he spoke very poor English. Second, he was not thoroughly familiar with his subject. His first fault was most serious. He criticized students too severely and thus developed an inferiority complex in each student. Soon the students gave up their case as hopeless and dropped the subject.

232. Uncontrolable temper. No order in the classrooms. Yelled her course, did not teach it. Leans toward the melodramatic and temperamental. Narrow-mindedness.

233. Teacher Z was easy in classroom, gave hard and tricky tests—which is only one example of a teacher who tries to handle a class unprepared. A pupil really appreciates a teacher when after he has had her can look back and say, "She really taught something." They do not necessarily have to be "hard."

234. If he ever had any sense of humor, he had used it all up.

235. Teacher Z was very slow and sort of boresome. She was not what we called a "mean" teacher but she was rather slow in speech and actions. I don't think she was lazy or that she was a procrastinator—but she was just slow enough to be boresome.

236. Teacher Z is a very calm person with a subtle but sarcastic humor, which is embarrassing to say the least. His remarks at times are so pointed that they bring out a belligerent quality of temper in students. He is undoubtedly an upright and respectable man, but he doesn't click with students to any astounding degree. He doesn't seem to urge anyone to work, but leaves it up to the individual.

237. I have a teacher who is the most unfair, partial, and prejudiced person there is. She is a person with absolutely no personality at all. Instead of mixing with people all day, she should be shut up in some place where no one could see her. I would think a school board, out of all the teachers there are who are unemployed, could pick some one more efficient than this person.

238. Teacher Z was very sarcastic and seemed to enjoy showing his knowledge by "burning" up various members of the class. Teacher Z seemed to "pick" on certain pupils. His superior attitude during class made that period a horror although I liked the subject. Teacher Z held himself aloof at all times. No matter how well a pupil did his work, Teacher Z always said, "it's fair," never "Good" or "Excellent." I think, when a pupil is told his work is good, etc., it gives him incentive to do even better.

239. Teacher Z was a good teacher; she assigned reasonable lessons, but the fact that she was very sarcastic

always made me feel sort of small. I don't think a teacher should be so sarcastic because it seemed to be making fun of the students instead of helping. We were afraid to recite for fear she would say something smart or sarcastic and make us feel so unnecessary.

240. The Teacher I liked least of all was one of the best teachers I have had. She had a wonderful way of explaining and teaching the students, and I liked her fairly well in the classroom, but outside of class I didn't. She was one of those teachers who like to "run" the school and have her say in everything. She made all the personal affairs of the students her business. It seemed like her great pleasure was in "bawling out" some one.

241. Teacher Z seems to be indifferent to the fact that pupils are human beings who are trying to better themselves through education, and that they need some sympathy and a certain amount of personal guidance from their teacher.

242. Teacher Z was always dry and grouchy. Work was all that mattered. Teacher Z worked with you as though it was her duty to do it and your duty to get what you could out of it. There was no time for fun and, if you didn't know something, it was up to you to look for it. If a thing was half wrong, it was all wrong.

243. Teacher Z was very unreasonable. She never explained, never smiled and when she asked you a question you were so frightened you couldn't speak. If you didn't answer immediately, the question was passed on and you received an "F" for the day's lesson. She was always so much above you and didn't notice if it were you or a worm.

244. I do not like Teacher Z because there is no order in the room. It is not necessary to do your lesson every day to get a fair grade. When you want to concentrate in class,

it is very difficult because of disturbances. This teacher does not have my respect, and I don't feel it is necessary to obey her as I do the other teachers of the school.

245. I liked Teacher Z least of all because she didn't explain things very well and when I would get to class I'd sit there and shiver for fear she'd call on me. I hardly missed a day without preparing my lessons, but she just didn't seem to understand me and didn't seem to try to.

246. Teacher Z has pets, as the rest of the students call them. Teacher Z tries to be strict and can't, first, because he lets some students off easy. He also despised two students because of their nationality. He is a complete failure as a teacher because of his tactics. Teacher Z makes remarks about certain students' dress. They cannot help this, for it is all they have to wear. Teacher Z tends to discourage certain students rather than encourage them.

247. Teacher Z had a likable character and disposition. But Teacher Z was inclined to be quite lazy at times and did not spend sufficient time with the students while in his class. This teacher knew his subject thoroughly, but did not make the required effort to teach his class. Consequently I did not learn as much about the subject as I should have learned. I think other students have this same opinion of Teacher Z.

248. Teacher Z was not consistent in her opinions. She lowered herself to argue with the pupils about the assignments. She did not seem interested in school parties, picnics, or athletic contests. She sometimes said things which she could not stand behind and had to withdraw her statements. She could not keep order in her classes or study halls.

249. I disliked Teacher Z because of the cold atmosphere in her classes. It seemed that she tried to make everything hard—even the questions she asked would be hard to

understand. In her assignments, it would take from one to two hours every night. I don't say what I have because of low grades, because I passed rather high in her course.

250. There has never been a teacher I have actually disliked, but there have been little things which were not as they should be. If a teacher starts out wrong, gives the students a wrong impression and lets them get the upper hand at the start, she may as well quit. Snobbishness, pettiness, temper, favoritism, and such characteristics will not register with any student.

251. Teacher Z, although I learned a great deal in his class, was so strict that one lost his self-confidence. One was not at ease in his classes and somehow one seemed to be afraid to admit that he "didn't know."

252. She doesn't grade fairly. I like the subject she teaches best of all but she ruins it for me. Her idea of fairness and mine aren't the same.

253. Teacher Z lectured all the time like a phonograph record. Couldn't keep order in classroom. We could put anything over on him; even make him believe that he hadn't given us an assignment. He was high-hat. Called on certain few all the time. When something funny happened, he would make funny faces to keep from laughing. Why couldn't he laugh?

254. The reasons I have picked this teacher as Teacher Z are because he can never take a joke, always holds himself superior to the student, and is such a stern old fossil that a student is always on edge, not knowing whether he is going to be bawled out for something or not. Consequently, there was always a rough-house going on in his class.

255. Teacher Z has a way of making things look "hard" for you to do, and in this way I get quite discouraged. This teacher also doesn't correct the notebooks. He just looks

and sees if the things and notes are in the books and gives you a grade according to the way your behavior is in class.

256. Teacher Z is an unsatisfactory teacher, because she is inclined to be "slipshod" in her manner of teaching and also in her personal appearance. She doesn't make a person "get down to business" in her classes and she doesn't give thorough explanations in the subjects she teaches.

257. I liked Teacher Z least of all because she would not explain the work, although I got good marks in this class. I felt as though I was not learning all I should. I had the idea she graded higher than I should have been; that is, I knew I was her pet and I disliked being it for I did not have to study in order to get good marks. Another thing, she was always scolding other kids.

258. Teacher Z was too easy-going. Anything we differed in he didn't seem to contradict us, but told us it could be that way, too.

259. Could not keep discipline. Made work no more interesting than book. Used sarcasm in the wrong place.

260. I liked Teacher Z the least because—1. He had absolutely no order. Some one was always doing something that they wouldn't dare do in any other room. He would almost seethe at the mouth with anger; yet the madder he became, the wilder the class became. 2. He seemed to delight in hearing himself talk. He would talk for a period at a time about nothing in particular, so that you knew no more when he finished than before he began. 3. I learned less in that class than in any I have had in high school. 4. The principal would have to make frequent visits to keep the class from breaking away altogether.

261. I do not like her because she teaches girls to do things to become a charming and clean person and she

doesn't follow her own advice. She thinks she is the one and only teacher.

262. I liked Teacher Z the least of all because she was so unreasonable and went around looking as if her last friend, who had borrowed ten dollars from her, had just died. She did not seem to like students but seemed to get a fiendish delight in making them uncomfortable.

263. The teacher I have liked the least is most unreasonable. Teacher Z has no confidence in the pupils and expects the worst and considers, if you do get a good grade, that it was pure luck. Teacher Z is elderly, has no children and is old-fashioned. "Z" makes no attempt to modernize but stays in the same rut year in and year out.

264. Teacher Z was a very grouchy teacher. You no more than stepped into the room before she started talking in a grouchy tone about something. If nothing had been done that day, she would give us the devil for something that happened a few weeks earlier. Nobody likes a person who is always finding fault.

265. Teacher Z is a rather lazy teacher who seldom corrects a paper. She gives written work every day but does not check up on whether you hand in a paper or not. The pupils have found this out and take advantage of it.

266. The reasons I have for not liking Teacher Z are: He always had a scowl on his face, and when some one didn't recite perfectly, instead of being pleasant about it, he bellowed abuse in a loud voice. He wasn't very willing to help, he would tell you to look it up yourself instead. I don't think he was exactly fair either, not treating everyone alike and having preferences to students.

267. I have liked Teacher Z the least because of the fact that I do not think she is a good teacher. She is very un-

orderly; her clothes are always untidy, and in general she is very careless. The work that she gives us is never thorough. She skips from one thing to another and in that way nothing is really impressed in our minds. She really is a kind-hearted person, but I believe she is getting too old to be a good teacher.

268. Teacher Z is a good teacher, but does not know how to get the affection of the pupils and the work out of them that she should. It is simple to know why she is Teacher Z to me, because she sees only one side of the questions that arise in class. She is too strict and harsh in her methods of teaching. Although I liked her least, she is a very learned teacher and of high ability.

269. The teacher I have liked least of all happened to be one of the best teachers in the school. She knew her "stuff" and knew how to teach it so that a pupil would learn it. She was, however, the most hated teacher in school. She had many favorites. If a pupil was smart the first four weeks, he could "float" along on that reputation for the rest of the year. On the other hand, if a person were "dumb" the first four weeks, he would never be able to get a good grade for the rest of the year.

270. Teacher Z is quite old and well established in her position. She takes advantage of the fact and is overdomineering. She has the appearance of being too self-satisfied. Besides all this, she is very mid-Victorian in her ideas. When she sees two persons of the opposite sex walking down the hall together indulging in a little pleasant conversation, a very unbecoming scowl covers her face.

271. This teacher was too old. She seemed to love to see some one fall down in their work so they could get in Dutch. She would stay for hours after school just to make you

suffer. When you would go to class it was like going to war. It was really murder. You could hardly stand the sight of her for one hour.

272. Teacher Z has a great delight in embarrassing pupils in front of others. It seemed that she was fighting the class instead of working with them. She had no use for anyone in any of her classes. Didn't take any interest in her classes. Very poor personality.

273. I dislike Teacher Z very much indeed. She is very cross and has no patience with you. She imitates the students, in which she very much reminds you of a small child. If she has something against you, she lets everyone see it by the way she talks to you. She says things which hurt you in front of your classmates. She could tell you those things personally instead of in front of your friends.

274. The teacher I liked least of all was the most inefficient teacher that, in my estimation, I have ever had. He lacked friendship. He did not know how to put over his ideas or enforce discipline. He had trouble with most of the students. He was a subject of ridicule in student gatherings. He played favoritism. In short, he was in my mind a complete failure.

275. Teacher Z is an unusually big crank. She is always crabbing and if you say a word to your neighbor it is either get an "E" or come in after school. In other words, she tells you to "scram" from the room too much. She can't hold her temper long enough to let you get in the room before she has "scrammed" some one.

276. Teacher Z is disliked by many pupils because of her manner of dress, her unreasonableness, her absent-mindedness, and her way of backing down in her word. Many times she will assign a lesson for the next day in a certain book and before the end of the period will collect the books and give

us others. She is always talking about the low grades she is going to give on report cards but, when all is done, no one is displeased with them.

277. I did not like Teacher Z because he was too easy on the pupils. He would wander off the subject too easily and I felt like I didn't deserve the grade I got.

278. Teacher Z was just out of college. She was a slow thinker and seemed dumb. She did not mix with the students. Her classes were useless because the majority of the class refused to pay attention. If she understood her subject she didn't show it.

279. The teacher I liked least of all is Teacher Z. She is always getting after the pupils, which I think is just a habit. At least they don't seem to listen to her.

280. She thinks she is the main attraction in the room and just stands there to "show-off." She picks on certain pupils all the time and doesn't give the others a chance. She has habits which she seems to think are cute but which are very tiresome to watch for 40 minutes. She is rather "cranky."

281. I did not like Teacher Z because she would not give you an exact idea of what you were supposed to do. She then would give you a lot of home work and expect you to know how to do it. I didn't do it.

282. Teacher Z was a very old teacher, she couldn't keep the class quiet and when anyone would make a noise or talk she yelled half of the period about how ill-mannered they were and how their parents must be ill-mannered, too, if they didn't teach the children manners. She was supposed to teach us English but I am sure I didn't learn anything from her; you would think her class was a class of morals and manners, not English.

283. I did not like Teacher Z because we had to write

all the time and did not get a chance to ask what it was all about.

284. Teacher Z is not at all the kind of person you feel like doing things for. She never smiles and is never amusing. Upon entering her class, one works so steadily without time to hardly consider the work he is doing. One is just about ready to quit for the day when her class is over because she has a somewhat uncanny way of making one's disposition bad.

285. Teacher Z is a crabby old nut and the only time he calls on me is when I go to sleep. He talks in the same old monotonous tune all period, and keeping awake in his class is very difficult.

286. Teacher Z is always "nagging," and the work is never planned.

287. Teacher Z is teacher that very small amount of boys like very much. He is teacher who will not always meet you halfway and therefore the boys will not study so hard for him.

288. Teacher Z was very seldom seen with a smile, if so, a forced one; no sense of humor; drives you to work instead of putting it to you. The room is gloomy, Teacher Z teaches in it.

289. Teacher Z was not old but not very young either. She had a very irritating habit of pacing back and forth in front of the class with her head slightly lowered and looking out from under her eyebrows at the class until we were about crazy. She would read us selections from great authors and try to be dramatic and only succeeded in being ridiculous.

290. Teacher Z was just a nervous bundle of jumpy nerves and this unconsciously grated on the pupils' nerves.

She was always calling for order and attention, but never got it, because the children just wanted to do the opposite of what she said. She was also too exacting in her work, which no student likes, because none of us are absolutely perfect.

291. The reason I didn't like Teacher Z was because she was a cranky old girl. She had a few pets which could do anything they wanted and the rest had to pay for them when she was on the warpath.

292. I didn't like this teacher because he took a few of us out of the class and had us as pets, which I thought was not fair to the other classmates. I think one should have just as fair a chance as another, whether he is a smart student or whether he is not.

293. Teacher Z was far from fair in her grading, at least I thought so. She counted nearly all of our grades on our daily work, and as I was slightly bashful (a habit which I am trying to overcome) I could never recite well in class, but on my tests and written work my grade was always "A," but my six weeks' grade from her was "C."

294. I do not like Teacher Z because he takes no interest in the class. He gives the assignments fast and we don't know what he is talking about. He tries to be funny and when the kids do the same he calls them an ass and what not. He will let them make noise one day and the next day they go to the study hall with an "F."

295. Teacher Z was as sour as a pickle and never acted as if we were humans but some animal that she had to lower herself to even talk to. She never explained how she marked or why.

296. Teacher Z didn't appeal to me for some reason or other. First, he was not a person that had patience. He seemed to expect too much. He wouldn't make things clear

for one to start and expected things done quickly and accurately at the same time. I tried hard to like him but I just couldn't and I couldn't do my work for him.

297. Teacher Z has a superiority complex that grates on my nerves. He tries to teach his subject in such a high and mighty manner that an ordinary person cannot grasp it. His insufferable sarcasm produces a feeling of such resentment in his pupils that they cannot concentrate on the lesson. He expects complicated thinking from you that only a college professor could give. He requires knowledge of the subject that he himself has not imparted to you or which is not in the text.

298. Teacher Z is full of hot air. He talks about everything in general and nothing in particular. He has a peculiar system for teaching and grading and is the worst all around windbag I have ever listened to. I do not think he is quite sane. He is sarcastic and talks too much about himself. Thinks he is good.

299. I couldn't understand Teacher Z. She always seemed so far away. I couldn't talk to her as I could most teachers. After having her for one half year, she still seemed like a stranger.

300. Teacher Z is full of "hokum." He talks on everything except the subject he is supposed to teach.

301. Teacher Z has a superiority complex. She should have been a professor in a university. They might have appreciated her there. However, she could not understand that I (and others) couldn't grasp, comprehend, or understand things which were as plain as daylight to her. She was a "dumb bunny" even if she didn't know it—she probably never will.

302. I don't care for Teacher Z because he doesn't agree with anyone. Even if I'm right he says I'm wrong. He had

studied the subject he teaches so long that his mind is dead for anything else.

303. I like Teacher Z least of all because she is always very cross when I ask her how to do anything. She acts as if you are supposed to know everything before you ever came to school.

304. I disliked Teacher Z because of his style of teaching. He didn't seem to have a system of teaching and was constantly asking questions about work we had not done. He used many technical terms which we did not understand. He was sort of a bully, always threatening to throw some one out of class when the person was not at fault.

305. I liked Teacher Z the least because he would never explain anything that was hazy in a person's mind. If one did not see through a subject clearly, he called one dumb and all the other sarcastic and rude remarks he could think of. Another fault of his was asking questions in tests that had never been discussed in class.

306. Teacher Z was middle-aged and held a multitude of degrees. He was a very intellectual man, but seemed to lack common sense. He antagonized students and did not get along well with them. He seemed to draw into a shell and say, "Come no further." He did not make contact with his students.

307. I disliked Teacher Z because he didn't act like a human being; he acted more like a wild animal. He would throw books to the students instead of passing them.

308. Teacher Z hasn't the power to hold the attention of the class. She talks in the same tone all the time and never changes her voice. She also talks real low and is very sober.

309. I liked Teacher Z least because she didn't seem to have the proper control over the students. She spent too

much time trying to make the students behave. However, I liked her personally, but not particularly as a teacher.

310. The teacher I liked least was Teacher Z. My reasons for disliking her were: She was cross about the very slightest disorder. She seldom smiled about anything. I was very glad when the class was over each day. She was very uninteresting in the way she taught her subject.

311. I liked Teacher Z the least of all because he seemed to have his favorite pupil in each class. He cracked too many foolish jokes that weren't a bit funny. He wasted too much time on foolishness instead of the subject.

312. She always has a grouch and never has a smile on her face, no matter where you see her. She doesn't explain her work very well and her work is as hard as can be. She talks in the same tone of voice all the time and can't hold the attention of her class.

313. The teacher I think I disliked the most was a history teacher. She wouldn't speak loud enough so we could hear her at the back of the room and instead of looking at the students she looked at her desk all the time like she was getting all the information out of the book. For some reason it made me dislike her. She never smiled either.

314. I liked Teacher Z least of all because he thought his subject was the only one we had. He gave us from one to three hours' home work every night; and, if we did it, there was no time left for our other subjects. He was too unreasonable in his markings for the amount of work he gave us. (Personally I think home work should be forbidden. It ruins the health of too many students.)

315. I do not like Teacher Z because of his personal appearance; although I know that is unjust, I cannot help it. He is tall but his face is rather insignificant and he has prominent dull eyes. He is always trying to tell jokes but

his dry manner of narrating them and his uninteresting voice makes them unenjoyable. Besides that they are always very old. He never gives pupils much chance to recite but does all the talking himself and expects them to know their lessons.

316. I did not like Teacher Z because she seemed to think a person the "sap of the family tree." She was always "picking" on the pupils who least realized what the subject was about. She did not laugh. A "sour" face seemed to be her one desire.

317. She was too suspicious. She thought that everyone was trying to cheat her. She couldn't take a joke and wasn't interested in anything but her subject. She gave too much home work each night and the only way the average student got it was to copy. I believe that out of a class of 20 there were 19 that copied at least half of the home work each night. When a test was given she wondered why we all flunked it.

318. I have liked Teacher Z the least because he couldn't explain the work clearly. He didn't grade fairly. He gave too much work. It was never possible to do all the work he gave and learn it well. He was very inconsistent in his statements.

319. Teacher Z was very particular about a person's conduct and did not hesitate to remind one of small inconsequential breaches of etiquette. While I secretly suspected her of a certain repulsive coarseness away from school, she was always a source of great amusement to me because of the fact that she was so pompous and would never admit any error on her part even though she was often at fault. She taught one of the most unimportant subjects in the school and seemed to require more work than all the rest of the teachers combined. I never really disliked her but she never

left a very favorable impression. Many times she would cause a girl to break into tears because of her sharp tongue. She seemed to take particular joy in humiliating one in front of one's schoolmates.

320. Teacher Z could make a stick learn algebra, but algebra is not the most essential thing to prepare a student to meet problems of life—a few ideas of being a well liked citizen is far better. She was cranky, cross and, in all, very disagreeable. She was everything a good teacher is not.

321. At first he was all right. I did my work and got good grades; but towards the end I had to stay out and work. I kept on getting good grades in my daily work; but when the end of the term came he marked me low. I knew the work as well as anyone else in the class but he said I had done too much of it at home.

322. The reasons I didn't like Teacher Z are that she was always "flying off the handle" and would swear at us. She had a good personality but I don't think she gave all of the students an even break. She had her pets and would allow some to do certain things she wouldn't allow others to do.

323. She followed the routine of the textbook too much and never made any exceptions to her assignments.

324. Teacher Z is too prim, too proper, and too full of *do's* and *don'ts*. She gets one nervous by continuously walking up and down the aisle. She seems to have distrust for everyone.

325. Because she was as "unbending" as a gun barrel.

326. I dislike Teacher Z because she couldn't keep order in the class and did not explain things. I learned very little in that class, although she was friendly to the students.

327. Teacher Z is not liked by me because all Teacher Z

looks for are faults. She never sees the good side of a person. Once something wrong is done, it is never forgiven.

328. "Z" is provoked at everything you do, whether good or bad or best of all. She has a mean mug, one look and I wouldn't take a second look at her. Belittles everything you do. I believe I could do something along her line of teaching better than she can do.

329. The teacher I like least is very vain. She tries to be a good sport but does not succeed very well. The thing I like least in this teacher is the way she talks. She laughs at all of her own jokes and is very shallow.

330. The reason I did not like "Z" was because she did not seem, in the first place, to be a very good teacher and how can you like a teacher whom you do not respect? I do not think her morals were good. She used too much "make-up."

331. Teacher Z knows his business but is not orderly in planning routine for year. Goes too much by likes and dislikes. Marks, not so much according to work, but according to preference; is something of a hypocrite.

332. Teacher Z was absolutely stubborn; would not explain; perfectly ornery; gave detention or punishment and laughed. This was the only time she ever laughed.

333. I disliked Teacher Z for these reasons. Did not explain enough; made faces and comments at student asking for an extra or repeated explanation; gave unreasonable home work; would not even give pupil aid in getting extra books for material needed in the next day's assignment.

334. I don't like Teacher Z because he grades unfairly. He doesn't take an interest in his students. I did not learn anything in his class. He would tell us to do something but he didn't tell us how to do it. He did not criticize us.

335. The teacher I have liked least of all expected the students to spend more time on her particular subject than she should expect of students who had other subjects which required outside study. She is quite strict; however, she was a good teacher because she gave definite assignments.

336. Teacher Z was not only crabby in class but was always disagreeable and making slams at the freshmen. I was a freshman then myself and resented this keenly. I now can see why so many boys and girls drop out of school entirely when they are freshmen. They are discouraged by some teachers and loaded with home work. She also expected us to spend more time on her subject than the others. She always said, "Let the others go for one night and do this first."

337. I do not like Teacher Z because she is an old crab; you can't ask her a question without her jumping all over you. Although you learn a lot from her, you are afraid to ask her any questions. She thinks she owns the schoolhouse.

338. The teacher I like the least is Teacher Z. She tells about her life history instead of teaching what she's supposed to. She's very slow in getting started on the subject, although she can sure pile work on a student. She's never willing to help a student in his work.

339. I do not like this teacher because she is too tight with demerits. She should hand them out more freely. You can bluff out of your work easily. She inspires no obedience or good work because she is too timid.

340. Because she has a temper and many times becomes very sarcastic. Because she is not always fair and favors pupils. Because she is lazy. Because in her explanation of problems, though she talks a lot, she doesn't say anything.

341. The teacher I have in mind was lazy and did not know the subject she taught. She didn't seem to care if you

knew the lesson or not or did not care to find out if you did. She never seemed to keep any daily markings in her books and only guessed at your quarterly marking. Wasn't very pleasant at any time and was always ready to argue with anyone. I only had this teacher one year but that was enough.

342. He has some habits that could be corrected with a little will power but he does not see them. He only thinks of work, work, and some more work, and when you get through that work he piles still more work on you.

343. He did not ask enough questions during class and asked too many hard ones in tests. He talked as much about his own history as he did about the history of U. S.

344. Teacher Z was a teacher who was very hard to understand. The assignments were usually made after the bell rang and half of the class was out of the room. This teacher was always trying to make a person feel cheap and made fun of people. The teacher graded too strict and not fairly enough. Not enough order in class. Did not care if pupils were interested or not.

345. Teacher Z—He is grouchy! He is unfair! He is not interested in his pupils. He does not make it a practice to know the students. He knows quite a lot about what he is teaching and he expects everyone else to know as much as he does. He is not friendly and he hardly ever smiles.

346. Teacher Z did not have enough patience to teach. He was always giving a fellow the devil. He seemed to think that his orders were law. If a student asked the why of a question, this teacher would usually say, "Because the books say so."

347. This teacher is one who likes to show authority. Teacher Z does not treat the students as if they had any minds of their own, but just as if they were inferior and should be treated accordingly. If there is anything more

disgusting than a "bossy" teacher, it is a teacher who acts superior. One loses all desire to try under such a teacher.

348. Teacher Z was just a teacher. She seldom smiled, was careless about her dress, and was not interesting. I hated to go to her class. She confined our knowledge just to the book. Told us nothing new. I like to know other things besides that in the book. Things that happen recently or experiences of other people on that subject. She was too old. She couldn't be like one of the girls. She wasn't interested in what we were doing. It seemed that she had forgotten the little things that mean a whole lot to girls at our age. I just didn't like her. In recent years I've found that the younger teacher suits me best.

349. I did not like this teacher because he was a crabby sort of a man, a man who was not easy to get along with, a man who was not willing and did not know how to coöperate and associate with his students. He was afraid to tell a student what was wrong with him. He was just like a snake in a woodpile. He would come out and bite when you weren't looking.

350. Teacher Z was an old, crabby, unfriendly, narrow-minded teacher, and had a very unpleasant disposition. He had old-fashioned ideas and had no control over the students, because of his disposition. It was always a torture to enter his class and have to listen to him rave for an hour. There was only one person in the class who liked him and could get along with him and that was a girl with the same personality and temperament as his. In saying that he was the most disliked person in the school, I am voicing the opinion of all of his students and those who came in contact with him.

351. The teacher I liked least was a middle-aged woman. At the time I thought she was a good teacher because, by

telling her that if she didn't give you an "A" you wouldn't speak to her, you always pulled down a good grade. Now I realize that it was wrong because in that subject I am especially weak. She was not respected and did not deserve respect, for she would confide in her students all of her personal hopes and wants. She was very lazy and did nothing for herself. The students got her lunch for her; they buttoned her shoes and waited on her entirely.

352. I did not like Teacher Z because she seemed to me to be dumb. We did not learn what we should, not because we didn't want to but because she didn't teach it to us. She was too interested in her good times. She left the class whenever she felt like it and left us to do what we pleased while she read a *True Story*. Another thing that made it hard was that she gave the boys their way so that, when she wanted to tell them something, she couldn't handle them and let it go as it was.

353. I disliked Teacher Z because: Teacher Z was too lazy to ever have a class recitation; favored a couple members of the class; also favored the girls more than the boys when grading; was very sloppily dressed; had a habit of combing hair, cleaning finger nails, or some such a thing that had no place in a classroom. Teacher Z could be easily talked into believing what the students told. Teacher Z would ease up on the work if begged long enough.

354. Teacher Z is a person who will have no fun inside or outside of his classes. He is a crank most of the time and says things to embarrass a person. He never associates, and, when you are out of his class, you are just another dog. He favors no one and no one favors him. Even his own children say he is so tight and cranky that he squeaks. He is fairly rich, they say.

355. The teacher whom I have liked least is one that is

arrogant. His opinion is the right one, his methods are right, and under him the high-school student has no chance to develop individual character. If you are wrong a disgrace seems to fall upon you, and there is no chance given for continuing the answer, for he rudely interrupts.

356. This teacher acts like she is teaching from a book written on "How to teach." She gets up in front of a silent study hall and makes a long speech on "talking or chewing gum" and all of that and then everyone starts doing just what she told them not to do and she has to go and get the principal. She is crabby all of the time. She never smiles. She won't even have her picture in the school yearbook with the other teachers.

357. Teacher Z was a teacher who thought more of her looks than she did of teaching. She was known to dissipate quite regularly and therefore was not admired or even liked by any of her classes. Even her easiness when dealing with the class brought her no admiration. She is no longer a teacher.

358. The teacher I liked least of all was a teacher who, when I entered her room, seemed to cast a shadow over me. When I made a mistake she would scream at me and still she expected her classes to be as good as the other teachers' classes were.

359. Teacher Z I liked least because her classes are dull, uninteresting, and she "blows up" about twice a week and takes it out on her students. I was a poor student—perhaps that accounts for some of it, but other students disliked her also.

360. I do not like Teacher Z as well as the others mainly because she gets a grudge against one person and never gets over it. Sometimes this person does not do as many things as some of the others, but he gets the blame more than

anyone. She has a very quick temper, you can see that in those brown eyes of hers. She says things behind your back. Otherwise, she would be a wonderful teacher. She has many more good points than weak ones. She's cute but she knows it. She knows music, but she is sure cranky.

361. Teacher Z is a man who teaches languages and dramatics. He has always been very unfair, letting the pretty girls get out of tests and giving those who were good in their lessons low grades. He permitted one girl to take a paper and copy her test from it, and he gave the girl a "1" and the other paper was a "3." They were exactly the same. He gets drunk every chance he gets and is quite dull afterwards. He smiles at ones and makes fun of the others by making sarcastic remarks in front of the class.

362. Teacher Z is a teacher whose feeling I wouldn't want to hurt by writing this, but she was terrible at times. Some days she used to be in a bad mood and scold every student. She use to tell us: "You boys are the rudest things I ever saw. It looks like you were raised in a barn." Just because she was in a bad mood, that was no reason to be harsh in our class. At the least thing she would blow up like T. N. T.

363. Teacher Z was a man who should never have been a teacher. He was one of the best men I have ever known, but he had no control or discipline over any of the students. He gave sufficient assignments, but none of these were ever done. He allowed everyone to make a goat out of him by allowing them to say anything they pleased back to him. He didn't have the commanding personality needed for his work. If it had not been for his teaching, he would have been a man universally liked by all students.

364. Teacher Z was a teacher who was harsh and unfair. She favored some and the others were low. If you didn't

understand everything, she said to look at the book and, if then you didn't understand, you had better drop the subject and take something else. She was unfair in her grading. We (five of us) played a trick on her (two were her favorites). We all put the same answers to everything one day and the next morning we handed them in. The favorites got "A" and "A–" and the other three got "B–," "C," and "C–." We took our papers to her and showed what we had done. But that made matters worse; as a result I got "C."

365. Teacher Z was never meant to be a teacher, if you ask me. He was weak-willed, had no method of teaching, and a rotten personality. He was absolutely unable to handle high-school students. He would talk and talk and talk all period in an unwavering weak voice. The students would naturally get tired of listening to him and get into mischief. He had no sense of judgment—he graded according to his likes and dislikes.

366. Teacher Z has made one of my classes for two years miserable for me. She has favorites, which doesn't sound right but was true. Every time I would go to her she didn't have time to talk or help me in whatever I was asking. Her own thoughts on subjects were never given. She always read them from a book. Well, in other words, she was just not a friendly type. She didn't care to mix with people.

367. I like Teacher Z least of all because she is too easy on grades. She grades a little close the first quarter, then gives the same grade all the way through unless one gets on the right or wrong side of her. Some students can get an "A" for just talking to Teacher Z outside of class, while others who don't pet her quite so much get lower grades. Teacher Z is also a rather bad example for students since she teaches crooked politics in the school organizations, by

counting votes of an election when no students are around and then her choice of nominee is elected instead of some one else.

368. She is always looking for trouble and, if no trouble is in sight, she will make trouble. Although I have never been mistreated by said teacher, I cannot like her; she has a sulky, uppish air which seems to say that she feels she is above you and she seldom speaks to anyone outside of class or seldom smiles.

369. I do not like Teacher Z because she is not original. She gets all of her information of the subject out of the book. If she would tell of her own experiences that occurred along that line, it would make the subject interesting and exciting instead of monotonous and tedious; furthermore, more students would pay attention if she would make it interesting instead of talking on the side or throwing dangerous articles at one another.

370. I like Teacher Z personally, but what I don't like is her method of teaching. She seems to like to hear herself read or talk. She is always doing the talking and never gives the students a chance to recite. I like to argue with a teacher on something I don't agree with. This gives me the reasons for her side of the question, but Teacher Z just won't let you argue with her.

371. The teacher I hated most was a woman teacher. The first of the year she gave me a very good grade but the last part I failed to get an answer answered when she called on me (I had answered every question before this) and she gave me a bawling out in front of the class and when I got my card she handed it to me and pointed significantly to the low grade. The low grade was bad enough without her pointing it out like it was her revenge. This teacher had pets and often got angry and threw things at the student.

372. Teacher Z is not so good because probably he has never looked over the work himself that is assigned and therefore when time comes for discussion in class he cannot figure out the way it works. When he cannot work it out himself and depends upon answer books, etc., and still can't get it, then he gets nervous. Because the students found out all his points and directions are incorrect, they will not depend upon his word. He has no effect upon students. He does not have thorough knowledge of subject or something.

373. Teacher Z is my most hateful teacher. She is very sassy and mean. If she happens to explain anything twice, she will get sassy and hot. You're scared to ask her to help you. If you did something that wasn't just right, she'd even hit you. We all make mistakes. She'd want everything just right and wanted us to know everything. If we all knew that subject we wouldn't take it. We take something to learn and have the teacher explain in a mannerly way.

374. Teacher Z is a very peculiar woman. She is so ignorant that I have often wondered what a shame that she has had all that education. She pushes everyone down the halls; scolds when it is not necessary; in study hall she always had some mean things to say. In grading she is very unjust; she grades not according to what work you do, but if she likes you or not. I ask you, is that fair? Teachers as this Teacher Z should not have positions unless they improve their manners and consider matters with a broad mind.

375. The reason I liked Teacher Z least was because she was quite cranky. She very seldom appeared very pleasant. She was a highly educated teacher and overestimated our ability. Our assignments were more than we had time for. I don't think it was all her fault and if she had known why we disliked her she may have tried to correct her faults.

376. Teacher Z is very slow in actions and speaking. He

cannot make the subject interesting. He sometimes requires a great deal of studying and other times practically none at all. He seems to have no system to his teaching. I find it hard to learn anything under his teaching.

377. Teacher Z knew her subject but she taught a little too far advanced for high-school students. She expected us to grasp things more like college students. She was more interested in going ahead and learning more herself than in teaching us what we were supposed to learn. Although she knew her subject she could not get it over to the class.

378. I don't like Teacher Z because he doesn't keep his word. I like teachers who do what they say they will. He makes noticeable mistakes and then makes an excuse that he just wanted to show us how easy it is to make a mistake.

379. Teacher Z has a very high temper—never laughs but once in three months. Always angry when some one makes a mistake. She does not try to help but thinks you can get your lessons without help except what she gives the class in general.

380. Teacher Z is inconsistent. He will get angry if you commit a minor offense, still you can talk him out of a lesson easily. He makes you toil for hours on lessons and topics that are quite trivial and quickly forgotten. He has a poorly constructed plan of teaching. He has a superficial and poorly applied, though minute, knowledge of his subject. He is easily cajoled. He is strict in his grading, too strict. After finishing a course under him one has a feeling of not having learned a useful thing.

381. Teacher Z stood with her eye on you all the time. If you made an unnecessary movement, her eagle eye darted toward you. We might have all been suspicious characters, from the way she watched us. Also she was unnecessarily homely.

382. Teacher Z was too easily persuaded to let us get by without our lessons accurately done. He was too easily influenced. He would give us grades we didn't deserve.

383. Teacher Z was never willing to explain or listen when we went to her with our questions. She never reviewed or gave the one who was slow a chance to catch up. She hurried through and it seemed as though we were having a race to see who would get through the book first.

384. Teacher Z did not know much about what she was trying to teach. She seemed to know less than that about how to get along with her pupils.

385. Teacher Z was very snappy. She had a bad habit of having certain pupils as the so-called "pets" and the rest of us were mere nothings. She very seldom ever believed what you said. She was never in the room half the time. When you would ask her a simple question, the way she would answer you would make you feel miserable the rest of the day. I could fill pages and pages about this teacher.

386. Teacher Z—fussy, temperamental, high voice that was terribly hard on your nerves, always going off into long detailed boring stories of own experiences. Wore dowdy clothes. Always fussing nervously at hair or glasses. Fluttery, cross in spots and too good-hearted at others. No discipline in her room. Had favorite students always.

387. Teacher Z had her favorite pupils; her home-work assignments were stupendous, beyond reason. She was one that you could slip one over on, and if you didn't you got bawled out. You felt a sigh of relief as the bell sounded for passing; you didn't care to go up and talk with her or talk over the current events. She had no patience with a student that was not right on the dot with their work, no matter if they were attending their mother's funeral. She even put the favorite pupils in the front seats so as to talk to them more.

I was one of these in front. I often "put things over" on her, but I still can't see her.

388. This teacher knows a great deal. "Z's" knowledge is "A 1" but as for personality and character, "Z" is provoking. I believe the reason for "Z" being this way is that "Z" is so stuck on the work and subject and so stuck on our getting it that "Z" becomes overanxious and thinks we should tie ourselves to that subject more than any subject in school. "Z" is evenly fair to all, though. In my mind "Z" is a poor example as "Z" oftentimes tells jokes which are hard for girls, especially, to take—this should be stopped.

389. Teacher Z talks incessantly on any subject he thinks of, usually Kansas farms and his confounded Ford—test periods are no exception. His manner of talking rapidly and messing papers on his desk grates on the nerves of the students till they are sick of it, then they drop the subject. He thinks farming is the only profession. He has many caustic and (he thinks) sarcastically worded masterpieces of repartee, but they are merely damned foolishness, like the rest of his character.

390. "Z" took only an interest in persons whose character she did like—lacked personality. I think she saw things very narrowly. The tests she made were very simple. She had no definite routine in class and made assignments after the last bell rang, expecting one to wait. Her class was never in order except when she got very angry. Students were very disrespectful to her.

391. Teacher Z knows subject very well but doesn't let very much out to the pupils and makes them shoot their own troubles too much.

392. Just one look at one of my clothing teachers always repulses me. When I attended her class she treated me as she did the others—very inferior. It was and still is a sur-

prise to me how she has ever held her position so long. She is a very stupid teacher. Her grammar was poor, her style of dress worse and her attitude unbearable. We were treated as babies and never a kind word was said to us. We didn't pay much attention to her after a while, which brought many wrathful words upon us and caused her irritant nature to predominate.

393. I didn't care for Teacher Z as well as the rest of the teachers because he didn't seem to have a very good disposition. He didn't have a good personality as most of the other teachers have. I feel that in the classroom the biggest part of the time should be given over to the work in hand instead of listening to family history. He never seemed to know his work very thoroughly. He was very hard to understand and if you advanced your own ideas he always brushed them aside and would say it should be like this but never gave you a good reason. He would say it is like this because the books say so.

394. I believe this teacher could make the work more regular. Teacher Z teaches science and if something is a little hard for girls he says to them, "Just skip that if you can't understand it." I would like him to go into detail and explain it to us. He doesn't make regular assignments or at least doesn't tell us from day to day or week to week how much we were supposed to have to study. You don't know how far to go or how far to study real hard on. In class discussion he wanders from the book and then covers the chapter quickly before the bell rings.

395. Teacher Z is my idea of all that a teacher shouldn't be. He, in my opinion as well as others, is not overly intelligent and he shows this deficiency in many ways. He shows partiality to some students; and to others, whom he apparently dislikes, he registers almost hate. He is considered to

be easy to get a grade from, that is, if you are one of the fortunate to be in his good graces. His classroom is a brawl. He lets some students take advantage of him.

396. Teacher Z is what is generally known as a "crab" because she doesn't try to understand the pupils and, also, because she gets angry too quickly at what is said in a joking way at her. Her assignments are too easy, they do not teach one anything because they are so short that it takes so long to finish a thing that by the end of the school term nothing much has been accomplished.

397. I do not like Teacher Z for the blustering, domineering way in which the classes are conducted. This teacher presents the material for study in a dull manner and talks for the whole period, at times on subjects which he has previously discussed in detail, not presenting any new material but bringing out the same facts over and over.

398. Teacher Z is rather repulsive to me. His clothes fit him sloppily and have chalk marks on them. Teacher Z has a nasal trouble, I imagine, which makes him continually sniff and cough. This detracts from the teaching. If it is a nervous infliction, it should be done in a refined way, but he is very crude. He rambles around on foreign topics, mainly his family. As he is a commercial teacher, this is very ineffective. He also lets his prejudices rule his grading and is very unfair at times.

399. Teacher Z is very formal. He is master of all he surveys. He is an overlord, a superhuman. You work in his class because it is required. Marks are everything. You do lessons automatically, not for the good or benefit you should derive from them. He is strict, in fact too strict. He sets up a strong barrier at the first class, which is overcome by only a few of his pupils.

400. The teacher I liked least of all, strangely enough,

was the one who taught the subject I liked best. He did not do his work to the best of his ability. He had several high degrees—and was an excellent speaker of the Spanish language. He was not sincere in trying to sell his goods. By that I mean he did not try to put over his work. He didn't seem to care whether we learned anything about Spanish or not. He spent the period joking, not always too gentlemanly, with the girls.

401. The teacher that I have thought of for Teacher Z was a very indifferent teacher. She gave out the feeling that she did not care whether we studied or not; that she would draw her salary just the same. The atmosphere of her classroom was, "I will not study," or, "When does the bell ring?" If you would ask her to explain something, she would act as though she were bored or she would say, "Why don't you read, look it up, or find out for yourself?" The students in this class were noisy or were constantly sluffing their classes. There was never time for a good joke and we did not learn anything.

402. Teacher Z was too kind-hearted, sympathized with me when I gave her an excuse for not having my lessons.. She had no control over the children in the class and was always threatening to send them out of the room, but never did. By doing this she did not live up to her word nor did she teach the children to live up to theirs. At the end of the year, when our final test came, nobody could pass it because she had let all of us slip through our lessons until we did not know anything about the subject.

403. Teacher Z was forever finding fault; never showing you how to correct it. She left you to figure it out for yourself. Never praised where praise was needed. She ignored you if you had done something wrong and she was

unapproachable. Was always making a spectacle of some one. This teacher was the one I liked least.

404. I do not like Teacher Z because she does not teach with the right attitude. She teaches like she has to do it for a living, and not for the good of the pupil. Teacher Z criticizes your manners, clothes, and other such things. Teacher Z does not conduct the class herself but lets other people do it for her. She is always complaining about weather, heat, and boring children. Teacher Z does not explain the lesson but says it is on a certain page and that she wants it done by next day. Teacher Z will not help you after school on any problem, but says to get them yourself the best you can.

405. I have always wanted a chance to express my thoughts about my teachers, especially this kind; so here goes. Teacher Z is a jealous teacher. When she finds some one can do something superior to her, she has always got it in for them. I know I'm not the only one who thinks this way for there are a great many others who feel the same. She has no sense of humor, justness, fairness, nor in treating persons as a real teacher would or should.

406. I can still see Teacher Z. Her temper often got the best of her and one could not reason with her. Maybe this was on account of her health but still I think she could have been more pleasant, helping herself and pupils. Her pupils feared her and so prepared their lessons under the strain of fear instead of love. Now, if this teacher had used Teacher A's system, the work received from "Z's" pupils would have been better as we always do better work for those teachers whom we love to work for.

407. Teacher Z used her wit on the class with a disastrous effect. She called all of the students by their first names with undue familiarity. She gave very easy lessons

and very hard tests. What I did not like was that she gave easy lessons, which kept us unprepared for the hard tests.

408. Teacher Z was a most detestable person. Only pupils who were forced to do so took her classes. She seemed to have a permanent grudge against all boys for even being alive. She had a very biting sarcasm and never failed to use it to the discomfiture of one of her boy students. Of course all boys resented this and she was the most hated teacher in the school. She, too, gave hard assignments but often refused any explanation at all and seldom gave any extra help even to girls and never to boys.

409. I liked Teacher Z least of all because of her criticisms. Although it was a subject requiring a good deal of criticizing, I think she overdid it. There was no encouragement given and I think there should be. Criticisms were not given kindly, and she used quite a bit of sarcasm and let us know that she didn't think much of us. I think a teacher teaching this subject should criticize kindly and encourage the pupils to do better. She is the kind of teacher that one fears.

410. Now comes the easiest of all teachers to pick out. She was quite an old hag and she made you work. As soon as the bell had rung she would come thundering in like a bull, throw a book open and call on a pupil to recite the lesson. If the lesson was not perfect, she would give a double dose of home work the next night. I don't believe she ever found anything nice about our class. She was always complaining about the conduct of our class, and I know not one of us dared talk out of turn. Teacher Z is as far down the list as a teacher as the letter Z is in the alphabet.

411. "There is good and bad in everything and everyone. It is what we look for that we find." I don't dislike any teacher that I have had, but I feel a little prejudiced against a few. One in particular was an oral-expression instructor,

who through unfairness gave parts of plays to the children of the members of the School Board. In other words, played favorites. I personally believe in good sports above all. This teacher had good traits as well as bad, she was very good in her subject and could carry her points well.

412. What I consider the worst teacher I can recollect was a teacher of English. She absolutely refused to tell us why or to help us in any way. She tried to frighten us with exaggerated threats into doing things which we could neither understand or knew anything about. Most always when we did do things, we did them without a good reason. Needless to say she gave me a bad impression of English, which took some time for a series of good teachers to tear down; but now I have learned English and am again a friend with my own language.

413. Teacher Z was too easy with his students; if you studied your lesson all was well, and if you didn't study your lessons all was still well. He did not help his students to become interested in the subject which he taught. It was a language and therefore needed something to help the students to enjoy the class. He had the same routine which, as any routine, became very dry and boresome, where if he had made his class a little more pleasant he would have had better students and more students who would have been his friends.

414. Teacher Z is a gym teacher and is so selfish that he would have the entire gym class stand and wait for his convenience; as often as not he brings the wrong roll book when he does come and has to send some one back to get it for him while we wait. He never prepares a lesson so it can be discussed orally, but insists on our outlining the entire hygiene book. Then he hasn't even got time to check them. He always gave me high marks. I didn't deserve them any

more than some that got low. He always had a "pet." I got that break, if you call it that. Then he was always ridiculing some one whether they deserved it or not and expected us to keep on laughing at the same jokes over and over again.

415. The teacher that I liked least of all was one under whom I was wrongly placed. The class was supposedly composed of students that had previously maintained an average of ninety or better in the subject. I had maintained a good grade because of ability along one line of work in the subject and was not desirous of being a member of the class. However, I was placed in it, and the teacher soon discovered my lack of general excellence. Thereafter my work was torn apart and bit by bit my mistakes exhibited that the class might profit. We may gain by having our mistakes pointed out to us, but not by having them hammered to the point of our embarrassment. I eventually arrived at the point where I was afraid to recite and in the end "flunked."

416. I dislike Mr. Z because he knows not when to stop smiling. He smiles when he is happy, when he is not, and also when he is indifferent. I think it is a fine thing for a fellow to smile, but when he is outright angry I think he should make a few grimaces so others can clear out of the way. Altogether, he reminds me very much of the proverbial laughing jackass or the laughing hyena. I rather think it is the former, because he is the one with the facial expression like Mr. Z's.

417. This teacher is a man. He is what we call in our good old English slang "a flirt." A girl had a great deal of opportunity for an "A" if she would "play up" a little. He was unfair with the boys and always gave the girl the advantage. His subject was one about which he knew not enough to teach us. If a mistake was made it was ridiculed and laughed at until you were afraid to recite. [By a girl.]

418. Teacher Z was either chewing gum or combing her hair whenever the students were trying to study. She didn't have her mind on teaching and didn't have much patience with the students who were slower than the others.

419. This teacher assigned a lot of home work. Sometimes she would correct it and sometimes she wouldn't. She made fun of those who were unprepared. She made herself too familiar with some of the older fellows. She punished some of the students by making them stand in the corner and altogether punished them by treating them as babies. This created feeling in the class and, when we got a petition to be transferred to another class, she gave us tests, lowered our marks and the principal wouldn't do anything because he liked her himself. I really believe this. [By a boy.]

420. I disliked Teacher Z because of the way she gave the subject. In my opinion she made an interesting subject so dry that you couldn't see what good was coming from it. The one thing she did do was leave me in the dark enough for me to continue the subject.

421. Teacher Z was all that was just the opposite from Teacher A. Her classroom was never in order. She had no control over her pupils. She tried to teach her subject but to no avail. At the very beginning she did not start the right way in controlling her pupils. She was always angry and cross. No one could learn a thing in that room because it was so noisy and no one paid attention. No one tried to learn. No one was ever prepared. In marks, instead of getting low ones, everyone was passed.

422. Many's the time when I've been so thoroughly disgusted with Teacher Z I simply had to get up and get out. I wonder if he had any morals. He was a teacher old enough to be my father, but who persisted in making goo-goo eyes at you. I thought when it came to teaching he was the worst.

He talked all period long without saying anything. He would tell you what he did when he was young. What his family did and all the rest of that "apple sauce."

423. The teacher which I liked least of all lived her subject and that was all. The whole period we concentrated wholly on one thing. She wouldn't receive pupils after school. You would either have to get it in class or not at all. If the subject was extremely hard for you, there was no way of receiving extra help. Outside of class she was unknown to her pupils.

424. Teacher Z is a very suspicious person by nature. During class recitation she walks around the class, her eagle eye on the lookout for any books that are open during this time. If an exceptionally good theme is handed in, she asks the writer if it is original, having already decided in her mind that it is not. If any of us make a mistake in class, she lets loose such a tirade of sarcasm that we hate to recite, then she lectures to us for being indifferent and "mentally lazy."

425. The minute you step into Teacher Z's room, it is like stepping into a lion's den. You are afraid to even move an eyelash for fear of being made a fool of in front of the class. You don't dare come to class unprepared. You shouldn't anyway, but she expects too much out of the class. She thinks of no other class but her own. In a quiz she fires questions about authors and books that you have never heard of in class. She explains that you should read more about the author you are studying. It is like hell to be in her room. You feel like you have been through a press of some sort after coming out. You are a nervous wreck the rest of the day. Teachers like that are what causes more people to sluff and quit school.

426. Teacher Z was a great bore to me mainly because

he couldn't put any kind of a lesson over in a pleasing manner. He had such a disagreeable disposition that you couldn't discuss anything with him. He did some very underhanded tricks that totally made me lose my respect for him. He would offer to sell textbooks. I happened to buy one that was formally my friend's. I paid $1.50 for the book and I asked my friend if that was the price he told "Z" to sell it for. My friend told me that "Z" only gave him a dollar of the money. We brought it to "Z's" attention and he flatly denied this. I wouldn't have anything to do with him again.

427. Teacher Z was a likable fellow but was too businesslike. He really knew what he was talking about and expected the pupils to get his meaning without his explaining the intricate details, the *why's* and *wherefore's*. He also showed the bad trait of favoritism for girls. He did not enforce study with them. On a test he would stand by their seats, having them grouped away from the boys and give them answers. He had no imagination. He could not visualize the workings of a young person's brain. Then, to crown his bad points, everyone slipped through the subject with "B."

428. I did not like this teacher because he always acted smart around the girls, trying to date them out. And if he liked you he would give you better grades than was deserved.

429. Teacher Z is always inconsiderate and very inclined to be irritable. If a student doesn't do his home work this teacher tells him that he can do it or leave it undone, it is immaterial with her, for she draws her pay anyway. This teacher sits on top of her desk and scolds the class all period and never gives any information. One never learns anything from her.

430. Seems to like her work but does not do it well

because: 1. Does not insist on class discipline and insist on attention of students. 2. Uses sarcasm to a point where student has difficulty in withholding anger. If a student is in an angry state of mind he is unable to learn or be taught. 3. Unmarried and probably definitely so. 4. Fair system of grading.

431. She is too sarcastic. She thought that her subject was the only subject on earth, and she piled on the home work as though we had nothing to do but about 25 problems of geometry every night. However, she's a good grader. Out of class she was lots of fun and very nice and likable.

432. The reason I disliked this teacher was because she was always in a bad humor, she never smiled. It seemed like when you walked into her room it was like walking into a morgue. The subject I took from her was not at all interesting; and her attitude toward the whole class did not help matters.

433. I liked Teacher Z the least because of her old-fashioned ideas and her narrow-mindedness. She has no individuality about her; she is just a common person. She means well but just does not appeal to me. However, she taught her subject very thoroughly and I learned a great deal from her.

434. The teacher that I liked least of all was a history teacher, but she was a good teacher. The main reason I didn't like her was because she gave too much work. She would pile a month's work on you and expect you to do it in a week. She didn't take into consideration that you had other work to do. She also made the work complicated. You could learn a lot from this teacher.

435. Teacher Z would come into the room and start bawling everybody out in general. If something would dis-

turb her she would stamp her foot and yell at us to be quiet, but she did not have the right idea of obtaining order because she would start more noise than there had been before. You never felt like getting your lessons for a teacher with such a temper and you never felt like going to class.

436. He does not give definite assignments, so we don't know half the time what the assignment is. He tells us no more than what is in the book, so we lose interest in the subject.

437. 1. She, like most music teachers, is sarcastic. 2. She plays the phonograph half the time. 3. She has her pets. 4. She is too egotistical. 5. She is always right and the student wrong. 6. She is always crabby. 7. She only smiles at you when you do something for her and then it is a forced one.

438. Teacher Z is the teacher I have liked least of all, though at present I hope I am overcoming this dislike, for I feel that perhaps I brought it on myself. I must confess that I have had a good deal of difficulty with this teacher, perhaps altogether my own fault (notice I say "perhaps"). However, I think Teacher Z has taught me a real lesson of life—when the other fellow has the upper hand it doesn't pay to be stubborn.

439. Teacher Z I did not like because she is very "cranky," does not dress neatly, and never smiles. Teacher Z does not encourage you in your work, in fact she discourages you. No matter how hard you try, or how good your work is, Teacher Z never says it is good. Teacher Z also has "pets," which is not very well appreciated by our students. Teacher Z wanted everybody to know, "I am teacher." She never associates among her students. Although you like your subject and you have her for six weeks, you hate your subject.

440. Teacher Z had a good education but he was "superior." He was so dignified that one felt one would like to throw something at him, put a tack in his chair, or in some way do something to make him show some emotion of some kind. He acted bored. He did not speak loudly enough and would never repeat a question. He had a poor sense of humor. He did not try to understand his pupils—he treated them all just exactly alike—as if they were made out of the same "stuff" as he was.

441. The teacher I liked least was too familiar with the girls in class. He was a man and always had some vulgar story to tell. He could not stay on the subject he was trying to teach during lecture periods. When he told of past experiences he bragged like he was the only one who could accomplish what he had done. He taught chemistry and I learned very little from him.

442. The teacher I liked least of all was a crabby, sour old hen. If one walked, on an errand, through the hall she'd pounce upon you from behind a door and take down your family history, pedigree and what not before giving you a detention slip and turning you loose. She was conceited and never explained a problem once. In the year I was in her class she never smiled once and her aristocratic nose, hair (dog-biscuit fashion), freckled face, and sour sneer made me boil. I'd like some day to see her get a little of her own medicine. The class should have presented her with a shrivelled, dried lemon for a token.

443. Teacher Z was a different sort of teacher. She knew her subject thoroughly. I believe she knew as much as any teacher could know about one subject, but she did not know her students. She could not get along with her students and I believe both boys and girls hated her. She was a grouch,

never helping a student, always complaining of what a student did. If you asked her a question, she would never give you a good answer. She would tell you to look it up in some book.

444. Teacher Z was the ugliest, crossest, worst-humored human I have ever seen. She would just as soon bite your head off as look at you—a whole lot rather, I thought sometimes. And oh what lessons she used to give—a couple of chapters or so to outline daily; it gets tiresome.

445. I disliked Teacher Z because our daily lessons were not discussed by individuals but were monotonously read to us out of the book. The teacher did not try to make the subject interesting and began the semester by telling us that she knew the subject was not interesting; but as we had to take it there was nothing we could do about it.

446. Teacher Z is, well, not a teacher at all. She has worked in a bank as a stenographer for a number of years. Then without a moment's preparation has attempted to teach a group of beginning students shorthand. She giggles continually and expects her students to know all about the subject at the end of her giggling spell. She probably knows her subject but has no conception as how to teach it. Also, her teaching ended with shorthand, probably her education did too; because the class rarely if ever saw any sign of a more liberal education.

447. Teacher Z is just not a natural teacher. He is slovenly in dress, but, worst of all, he talks all of the time. He does not stay with the lesson either. Then we get tests (made out by another teacher) that are very complicated. He shows no emotion of any kind, and he is the originator of the poker face. If the wrong answer is given he often passes it right up and goes on. He is not a good teacher

either; I mean he doesn't know his subject except that part that we have for the day. Anything outside of the book is just so much Greek to him.

448. I have been extremely fortunate in getting teachers which I liked. However, the one that I liked the least was a rather stubborn, narrow-minded teacher, in my opinion, at least. I believe that she expected too much from her pupils. She didn't like to explain things to her classes; rather let them wait and find out for themselves. Also she had such a forbidding-looking face that one half of the pupils were afraid to ask her anything. Almost every day she would send some person to the board and make a fool out of them because they didn't know what she thought they ought to know.

449. Teacher Z, although she was a good teacher, failed to make me enthusiastic for history. As a rule I like history, for I am majoring in it. Teacher Z was my teacher for the second high-school year of history. Her class was dull and I always felt a little inclined to be sleepy. My liking for history was my only help. She was monotonous and sarcastic and she had the air that she knew more than her students. She failed to coöperate with them.

450. The teacher I have liked least of all made our assignments in one way and kept it up all year. The teacher would not give any variety, but the same old grind every day. It became very monotonous.

451. She was just plain "screwy." Her head was in the clouds. She considered herself an artist in a dramatic scene and tried to act like one. She was distant, expected all students to have her wisdom and dignity. You couldn't touch her with a joke, all you got was the stony stare. She wasn't thrilled by the idea of teaching a lot of kids and showed us that we were mere means to an end. She dressed

outlandishly and wore her hair like Greta Garbo. She is the kind of a person who goes nuts trying to spit in the corner of a roundhouse.

452. He's an old crank with a bald pate and bunions on his feet. He smokes, drinks, and is the death of any party. He howls about capital punishment and sends all of his pupils to the office. He is a good friend of the principal, which accounts for his remaining here. He swipes student body funds and juggles all accounts.

453. I liked this teacher the least because she did not seem to like teaching. She did not wish to be asked questions; and when questions were asked made it so embarrassing to the pupil by her remarks that he did not ask again. She was much given to favoritism, in which I shared; which is unfair, however, to those less fortunate. Her explanations were not clear, and many of the students learned very little during the entire course. She has many good qualities, but I feel that she is an inferior teacher.

454. The teacher that I liked least of all was a bookkeeping teacher. The main fault was that he was insufficiently informed of the principles of the subject. He knew what the answer was but he didn't know how to get it. Later he taught history. In there we would read funny papers four times a week and study history the other one day and then we would not be talking about the fundamentals or rudiments.

455. She used very poor English in front of her class. She chewed gum all period and wouldn't let us chew gum. She was always slapping us on the back, when we least expected it.

456. The reason for not liking Teacher Z is that she was what I term two-faced. She once told our class that we had made first place in a contest, then she told the next class

the same thing. A pupil thoroughly dislikes a teacher of this type. She also was always entertaining for a certain group of her pupils. I happened to be one of this favorite group and my friends who were not felt left out and were hurt. It was hard on my friendships. Teacher Z was also extremely nervous and inclined to be unsystematic in her work.

457. She cannot hold any order in her class. If she thinks she doesn't like you the first day you go into her class, she will fail you. She has the bad habit of spitting when she talks, and you can't sit near her without getting a shower bath. She grades unfairly. She doesn't know what she is teaching if she hasn't the book in front of her. She cannot even use good English herself. The poor teacher is so dumb I feel sorry for her. She has to outline her work and follow it. She is absolutely rotten.

458. Teacher Z had no appreciation of, or tolerance for, the individuality of his students. He refused to allow them the right to express their own opinion on the worth of the English literature they were studying. He did not have the power of making what he considered important seem important. Teacher Z did not seem particularly interested in his subjects. He seemed more interested in some students than others and was not fair in grading.

459. I did not like Teacher Z because I could not respect her knowledge or personality. She did not seem to understand thoroughly what she was trying to put across. I received better grades from Teacher Z, but I did not really deserve them. Also, she did not have any control over the class. They could get away with almost anything. Somebody would say something dumb or crazy and she would laugh and grin, while most of the students would just look disgusted.

460. 1. Teacher Z was not able to take charge of the class and conduct it in the right manner. 2. Her personality was nothing in which one could boast or use for an influence on your own life. 3. The slang phrases she used were not clean. The names that she called some pupils were absolutely uncalled for.

461. Teacher Z was a teacher of profound knowledge and ability, but could not put her knowledge across to her class. She had very peculiar ways. Her speech was not clear enough and she was of a funny personality. Her worst habit was of looking out the window and talking to the class at the same time.

462. Teacher Z was not good for a high-school teacher. In the first place, she was ignorant of the subject she was striving to teach. She evaded all questions with a "Let's see what comes next." I didn't learn a thing in her class. When a teacher can make a usually dull subject interesting, only then is she really teaching.

463. Miss "Z" is never sure of her statements. She has to refer to the textbook or dictionary to make sure a recitation is correct. She keeps no order in the classroom, whatsoever. She never makes a specific statement. It is, "I think this," or, "I think so," or, "I'll have to look it up to see for sure." She contradicts herself in more ways than one. For instance, she will say one day a rule is one way; the next day she is sure she never said that the rule was that way, but the very opposite.

464. I did not like Teacher Z because she never explained new problems to the class or to individuals. If the problems were done incorrectly we never knew it, because our papers were never returned until the end of the semester, when we failed or passed. Teacher Z also had favorites, which made an ill feeling among the members of the class.

465. Teacher Z was only a practice teacher that I had during my junior year. This girl knew little or nothing about the subject she was teaching. I have known this girl personally for at least 10 years but she simply aggravated me when in her class. Outside of class she was lovely, but she had no idea of how to conduct a classroom. Since then, I am taking the same subject from the head of the department, who truly knows her business, and my much hated subject has come to be my most loved and I am receiving very fine grades in it this year.

466. The reason for disliking Teacher Z was because she was sarcastic in her dealing with the students. She would not give much aid to the student and what she did give she did it in a displeasing way. She was fair to the students and had a good system of conducting class. She was a good teacher but her personality was displeasing.

467. Teacher Z differs in nearly every respect from Teacher A. "Z" does not make his students feel welcome in the classroom. Instead, they are under a constant volley of sarcasm and weak wit. Students should be courteous to their instructors and the instructor, to my estimation, should be courteous to their students. Teacher Z shows anything but the quality of being polite in his classroom. One good quality of this instructor is, he knows his subject. A teacher who cannot have harmony in his class cannot boast of successful instruction. He must have the respect of his students.

468. I really don't feel that I can answer this question fairly because my reasons for disliking a certain teacher were of an utmost personal nature. She accused me of doing something that I was absolutely innocent of but that she had every apparent reason to believe me guilty of, and shamed me before the class. I immediately developed an intense dislike for her that to this day, although the incident hap-

pened several years ago and I now see it differently, I have not been able to entirely overcome. Her unfairness in this incident seems impossible to forget.

469. Teacher Z made my life miserable. She would pass you in the halls without speaking to you. At no time in class did she show any interest in you, other than being your cut-and-dried instructor. Many times she would indulge in sarcasm. She thought that her opinion was the one and only opinion and nothing could change it. She would not allow pupils to argue with her. I think this is the great failing in many teachers. Teacher Z was no help to me; I hated her; therefore, I hated the subject she taught.

470. She is a teacher that is just teaching and not getting any pleasure out of it.

471. I did not like Teacher Z because of her unwillingness to help you. If you asked her aid, her attitude seemed to say she didn't care whether you got your work or not. She would listen in a vague, detached sort of manner and then give some sort of an answer, just to be rid of you. She would give lessons and then forget it the next day and spend all period lecturing. Sometime during the second week she would give some long, difficult test on the work, which had been vague, not definitely assigned or explained.

472. The biggest reason I have for hating Teacher Z is that she was always harping on being "dignified." Nobody wants to be dignified. A person makes a fool of himself when he tries to be something he is not, and I think a person should act natural. She herself was a perfect lady at all times. I guess that was the trouble. She was precise, methodical, etc. When she talked, she pronounced every word, syllable, and letter simply perfectly. She also insisted on having perfect order in the classroom. Her favorite sentence was, "Remember you are no longer a sophomore, but

a senior, and you must act your age." She also gave terribly long assignments and impossible tests. She didn't need to, and I think the only pleasure she got out of life was being mean.

473. Teacher Z I liked least, chiefly because of her sarcasm and bossiness. A student is just as human as anybody else and can stand just so much sarcasm and "ragging." I got in bad from the first with Teacher Z; then she kept nagging at me 'til I got sore and walked out, which was a dumb trick. I told her I didn't mind her "riding" me but I wished she wouldn't dig me with her spurs.

474. Teacher Z was liked by very few students because she was short-tempered, crabby, and had that horrible power to instill terror in my very soul. She had a few good students that she liked and favored. When she spoke to me in class, she would drive the answer from my head, for the reason that she would get so angry if some one couldn't answer or understand the subject.

475. Teacher Z has been the blackest thing in my high-school days. She disliked me for some reason unknown to me. Any time that she could have an excuse to make me miserable she did so. I did not have her for a subject, which was lucky for both of us, but just seeing her once a week and in the halls was bad enough.

476. Had a sleepy look in class. Leaned back in a desk chair and read questions out of a book. I think a teacher ought to know their subject well enough to stand up and discuss the subject without looking at the book all the time. Never handed examination papers back so you could never tell how you were getting along in your grades.

477. I liked Teacher Z least because: 1. She would not keep her class in order. 2. She graded too easily. 3. She lowered herself to quarreling with her pupils. 4. She was

not interested in her subject. 5. She was not interested in her pupils.

478. Teacher Z was not a bit personal. She started her classes right out with plain, dry facts. She never allowed any "nonsense" or talking in her classes. Her subject was the same as Teacher A's, but it was made so dry and uninteresting that one simply dreaded coming to class and actually counted the minutes until it was over. Her way was so stern most of the students were rather afraid. She also wore one ugly dress all term.

479. Teacher Z never seems to care whether you hand your work in or not. Although she gives you a poor grade, she never trys to help the person when the work seems too hard for them. She seems to be teaching more to make a living and as if she had to, instead of to help the boys and girls and do it because she likes the work. If some one is causing a riot in the classroom, she can't seem to make them behave without sending them out. She only sees her side and never the pupil's side of a situation.

480. She knew her subject perfectly, but not her students. She was of very distant nature and did not seem to care particularly about the students. She seldom smiled, except in a sarcastic manner, and did not recognize students outside of class. She was, however, an exceptionally fine teacher, as far as the subject was concerned.

481. I do not like Teacher Z because she has no idea of why we are, what we are, or do what we do.

CHAPTER V

A COMPOSITE PICTURE OF "TEACHER Ẑ"

THE composite picture of "Teacher A" presented in Chapter III portrays youth's ideal of a likable teacher, and four out of five declare that their most liked teacher taught them most effectively—was their best teacher. Our youthful critics also declare that three out of four of the teachers they now have are more like "Teacher A" than "Teacher Z." In the light of the standards they set, that proportion is extremely gratifying; but tragedy lies in the fact that one in four is more likely to have the characterizations reproduced in Chapter IV—those of "Teacher Z."

However idealistic youth may be, it is too much to expect that in describing teachers they have liked least of all they should be entirely free from bias and prejudice. That would not be human. But critical reading of any considerable number of the statements in Chapter IV reveals marked evidence of a conscientious effort on the part of the students to be absolutely fair in their judgments. They "give the devil his due" and not infrequently raise the question of their own bias or prejudice. A few students are quoted here to illustrate this attitude:

"Teacher Z was very brilliant, good-looking, and knew it."

"Teacher Z I liked least because her classes are dull, uninteresting, and she 'blows up' about twice a week and takes it out on her students. I was a poor student—perhaps that

accounts for some of it, but other students disliked her also."

"I like Teacher Z personally, but what I don't like is her method of teaching."

"Teacher Z knew her subject but she taught a little too far advanced for high-school students. . . . She was more interested in going ahead and learning more herself than in teaching us what we were supposed to learn."

"Teacher Z had a superiority complex. She should have been a professor in a university. They might have appreciated her there. However, she could not understand that I (and others) couldn't grasp, comprehend, or understand things which were as plain as daylight to her. She was a 'dumb bunny' even if she didn't know it—she probably never will."

"I really don't feel that I can answer this question fairly because my reasons for disliking a certain teacher were of an utmost personal nature. She accused me of doing something that I was absolutely innocent of but that she had every apparent reason to believe me guilty of, and shamed me before the class. I immediately developed an intense dislike for her that to this day, although the incident happened several years ago and I now see it differently, I haven't been able to entirely overcome. Her unfairness in this incident seems impossible to forget."

"Teacher Z had a likable character and disposition. But Teacher Z was inclined to be quite lazy at times and did not spend sufficient time with the students while in his class. This teacher knew his subject thoroughly, but did not make the required effort to teach his class. Consequently I did not learn as much about the subject as I should have learned. I think other students have this same opinion of Teacher Z."

"Teacher Z was a man who should never have been a

teacher. He was one of the best men I have ever known, but he had no control or discipline over any of the students. He gave sufficient assignments, but none of these were ever done. He allowed everyone to make a goat out of him by allowing them to say anything they pleased back to him. He didn't have the commanding personality needed for his work. If it had not been for his teaching, he would have been a man universally liked by all students."

In order that the traits, characteristics, habits, attitudes, methods, and behavior that cause teachers to be disliked may be ranked in order of importance and brought to clear focus, 3725 responses chosen at random were tabulated. The results are reported in Table II.

TABLE II

REASONS FOR LIKING "TEACHER Z" LEAST, ARRANGED IN ORDER OF FREQUENCY OF MENTION, AS REPORTED BY 3725 HIGH-SCHOOL SENIORS

REASONS FOR LIKING "TEACHER Z" LEAST	FREQUENCY OF MENTION	RANK
Too cross, crabby, grouchy, never smiles, nagging, sarcastic, loses temper, "flies off the handle"	1708	1
Not helpful with school work, does not explain lessons and assignments, not clear, work not planned	1025	2
Partial, has "pets" or favored students, and "picks on certain pupils"	859	3
Superior, aloof, haughty, "snooty," overbearing, does not know you out of class	775	4
Mean, unreasonable, "hard boiled," intolerant, ill mannered, too strict, makes life miserable.	652	5
Unfair in marking and grading, unfair in tests and examinations	614	6

TABLE II—*Continued*

REASONS FOR LIKING "TEACHER Z" LEAST	FREQUENCY OF MENTION	RANK
Inconsiderate of pupils' feelings, bawls out pupils in the presence of classmates, pupils are afraid and ill at ease and dread class	551	7
Not interested in pupils and does not understand them	442	8
Unreasonable assignments and home work	350	9
Too loose in discipline, no control of class, does not command respect	313	10
Does not stick to the subject, brings in too many irrelevant personal matters, talks too much	301	11
"We did not learn what we were supposed to"	275	12
Dull, stupid, and uninteresting	275	13
Too old-fashioned, too old to be teaching	224	14
Not "fair and square" in dealing with pupils	203	15
Knows the subject but "can't put it over"	193	16
Does not hold to standards, is careless and slipshod in her work	190	17
Too exacting, too hard, gives no chance to make up work	183	18
Does not know the subject	170	19
Does not respect pupils' judgments or opinions	133	20
Too changeable, inconsistent, unreliable	122	21
Lazy, not interested in teaching	115	22
Not friendly, not companionable	98	23
Shows boy or girl favoritism	95	24
Dresses unattractively or in bad taste	92	25
Weak personality	85	26
Insincere	75	27
Personally unattractive	65	28
Does not recognize individual differences in pupils	64	29
Voice not pleasant	63	30

In this tabulation of characteristics of "Teacher Z," as in the tabulation for "Teacher A," it will be observed at once

that the categories are not mutually exclusive—that there are overlappings and that certain factors high in the list could not exist apart from the presence of certain other factors falling lower—but the rank order does serve to express the weight of the several factors in the minds of the students. For example, there can be no doubt that the first ranking reason for students' dislike of a teacher is a matter of the teacher's disposition. A teacher who is cross, crabby, and grouchy, who never smiles, who is nagging and sarcastic, and who loses his temper and "flies off the handle" has no chance of being liked. In fact, such a teacher is "feared," "hated," "loathed," and "despised" by students.

Second only to a mean disposition is the fact that "Teacher Z" is not helpful with school work, does not explain lessons and assignments, does not make her work clear, and does not have her work planned. Doubtful as it seems, there may be teachers who would urge in defense of Teacher Z that teachers are not paid for being agreeable; but certainly no teacher can contend that she is not paid to be helpful with school work, to explain lessons and assignments, and to have her work planned.

Partiality on the part of the teacher toward favored students—"teacher's pets"—takes third rank in the order of reasons for not liking a teacher. The students themselves recognize the difficulty teachers must have in being impartial, but they relentlessly demand impartiality in the teachers they like and heap merciless condemnation on those who display favoritism. It does not seem to matter whether the student is one of the favored or one who is not favored, he resents favoritism and condemns teachers who are guilty of it. This attitude is illustrated by the following direct quotations:

"He was partial to his friends and hard on those who

didn't 'rate.' I can speak as one who was rather a bit on the good side, but that did not make me blind to his other nature. I cannot really express my distaste for this person. I hated him and I still hate him."

"The thing I dislike her most for is favoritism. The other things I can let pass over my head and smile, but not favoritism."

"I had the idea that she graded me higher than I should have been; that is, I knew I was her 'pet' and I disliked being it for I did not have to study in order to get good marks."

The argument may be advanced that students are many times biased and unfair in charging teachers with partiality, favoritism, and discrimination; but the fact remains that the third most frequently mentioned reason for disliking a teacher is such discrimination, and whether it be true or not the teacher's usefulness is thus seriously impaired. It is therefore imperative that teachers zealously avoid even the slightest chance of being charged with partiality or favoritism.

The fourth ranking reason for placing a teacher in the "Z" group is one of attitude, variously described as "superior," "aloof," "haughty," "snooty," "high-hat," "overbearing," "does not know you out of class," and "does not speak to you." Such attitudes are too well understood to require explanation, but a few quotations will serve to illustrate the students' reaction to such behavior:

"Teacher Z was overbearing, superior, and conceited."

"He never associated with his students and when you are out of his class you are just another dog."

"She has a sulky, uppish air which seems to say that she feels she is above you and she seldom speaks to anyone outside of class and seldom smiles."

"I couldn't understand Teacher Z. She always seemed so far away. I couldn't talk to her as I could to most teachers. After having her a half year she still seemed like a stranger."

It may be that many teachers are misjudged or misunderstood by students in this relationship; but, if teachers realize how much it means to students, it should be relatively easy and tremendously worth while to correct such misunderstandings.

The fifth reason, namely, "Mean, unreasonable, 'hard boiled,' intolerant, ill mannered . . ." requires no explanation and denies all argument to the contrary. The high rank of this reason, however, is evidence of the fact that such traits and characteristics described are not rare in teachers.

The sixth reason, "Unfair in marking and grading, unfair in tests and examinations," is of such a nature as to suggest that students might be biased in their judgments, but examination of the statements made shows that teachers are just as severely condemned for marking "too high" or "too easy" as they are for "hard marking."

"Teacher Z was too easily persuaded to let us get by without our lessons accurately done. He was too easily influenced. He would give us grades we didn't deserve."

"Teacher Z was easy in the classroom, gave hard and tricky tests—which is only one example of a teacher who tries to handle a class unprepared. A pupil really appreciates a teacher when, after he has had her, can look back and say, 'She really taught me something.' They do not necessarily have to be 'hard'."

The consideration thus far given to Table II should serve to suggest the rereading of many of the students' statements in search of the meaning and implication of their positions. Each of the thirty reasons listed are worthy of thought and

reflection, for practically all of them are within the control of the teacher and therefore subject to alteration or correction.

The composite picture of "Teacher Z," unlike the one of "Teacher A," is a hideous thing to contemplate, much less to visualize or paint—a living tragedy in the lives of youth. Its distinguishing features, its outstanding lines and major characteristics, in order, are: crossness, crabbiness, grouchiness, no smiles, sarcasm, temper, no help, no plan of work, partiality, favoritism, aloofness, an attitude that is haughty, overbearing, mean, unreasonable, "hard boiled," intolerant, unfair, and inconsiderate, no interest, no understanding, inability to command respect, dullness, stupidity, failure to interest, careless, slipshod appearance and work, ignorance, unreliability, laziness, unfriendliness, bad taste, and weak personality. What a picture! And we pay money to people like that and place them in charge of that which we value above all things, namely, the welfare of our children. What a crime! What a crime against children!

If, as stated in Chapter III, the composite picture of "Teacher A" (Table I) is the best self-rating card for teachers ever constructed, the composite picture of "Teacher Z" (Table II) is the best rating card of what a teacher ought not to be that has ever been devised.

CHAPTER VI

"TEACHER H"—THE TEACHER WHO TAUGHT MOST EFFECTIVELY

IT should be recalled at this point that, after the seniors had described the teacher they liked best and the one they liked least of all, they were asked the following: "Was the teacher *you liked best* also the *best teacher,* that is, the one who taught you most effectively? Was 'Teacher Z' the *best teacher?*" Eighty per cent of the seniors reported that the teachers they liked best, "Teacher A," was also the best teacher, the one who taught them most effectively. Approximately one half of one per cent stated that Teacher Z was the best teacher. Thus approximately twenty per cent of the seniors did not consider either "Teacher A" or "Teacher Z" to be their best teacher. These students therefore responded to the following request: "If neither 'Teacher A' nor 'Teacher Z' was the *best teacher* you have had, write down as clearly as you can just how your *best teacher differed from 'Teacher A'.* Call this teacher 'Teacher H.' "

The characterizations of "Teacher H" are more variable than those of "A" or "Z," but the "H" teachers form a rather clearly differentiated group. The following descriptions will serve to give the reader a general impression of the teachers that students selected as the ones who taught most effectively, and the tabulation in Chapter VII will bring the general impressions into clear focus, revealing just what the characteristics of "Teacher H" are and how

"Teacher H" differs from "Teacher A." The statements reproduced are in response to the fourth question of the questionnaire, which is now repeated, namely:

(4) If neither "Teacher A" nor "Teacher Z" was the *best teacher* you have had, write down as clearly as you can just how your *best teacher differed from "Teacher A."* Call this teacher "Teacher H."

1. This teacher differed from Teacher A in only one way. She lacked personality; but, unlike Z, she tried to cultivate one. She tried very hard to be as kind as she could and, although it was very difficult, she at least tried.

2. Teacher H was very eccentric. He made a ferocious first impression, but afterwards we just regarded him as a "machine" to teach us. He had no interest in anyone except to see how much we could absorb of his course. He let us know he would give us any help we asked for—but would force us to do nothing. He made moderate assignments and no one ever thought of not having their lesson ready.

3. Teacher H was a fair marker, but strict. He gave us to know that he was there to help us to learn, but most of it depended upon ourselves. He was a man that everyone respected and liked both inside and outside of class. He made us rely upon ourselves and we worked our hearts out for him, getting the most possible out of the courses.

4. Made us work harder and consequently we learned more. A little more strict. Is not a companion to students. Does not get their point of view quite so well.

5. Teacher H was always ready to give work. He expected good results and always gave plenty of home work. You had to work hard to earn a grade. He is jolly at times and sometimes loses his temper. This was the biggest rea-

son I chose Teacher A over Teacher H. He took plenty of time to explain and you either had to keep up or fail. He was very effective in his ways.

6. I like Teacher H almost as well as Teacher A, but they are very different. Both make their subjects interesting. Teacher H did not teach as interesting subjects as Teacher A. Teacher H did not have Teacher A's personality. Teacher H gets cranky and Teacher A does not. Teacher H teaches the most uninteresting subjects of the two but he makes it almost as interesting. Teacher H does not make friends with students as does Teacher A.

7. Teacher H hasn't much to do with students personally because he is too busy. He has no favorites and all the students have respect for him. He gets to the point right away. He has very good control of the class. In fact, the kids are almost afraid of him.

8. Teacher H is harder and makes you study more than Teacher A, but I think that is because of the subjects. Science, Advanced Algebra, Solid Geometry and Civics are naturally harder than English, although I personally can get better grades in the former. He is much like Teacher A except I do not personally like him so well because he has a "know-it-all" personality. He really does practically know it all.

9. Teacher H was all business. Teacher H gave big lessons and made you study them, made you admire her, was pleasant and sociable at the right time and place, didn't gossip about students' infatuations or affairs, always wanting to learn more, graded strictly, played fair with you and expected same in return.

10. The teacher who was and is the best one I ever had or hoped to is one who criticizes terribly and compliments when one deserves it, because she is interested and wants to

perfect our mental and physical persons. She cares more even than the one I liked best, as to personality, and she is broad-minded, is better educated, and is constantly studying.

11. The best teacher I had was always very serious and never spoke to you out of class or was not interested in you in any way except for the replies you made in class. She kept perfect order and did not hesitate to "kick a kid out of the class" if they were not attentive. Although I disliked Teacher H, I learned more in that class than any other.

12. I've had "easy" teachers and "hard-on-you" teachers, but there are only two that have ever made me study—"A" and "H." Somehow they seemed to take an interest in you individually, but not personally. They enjoyed life and sympathized with you when everything wasn't right. They didn't give you the idea of being a prisoner behind those awful school windows but made you think school was the most wonderful place of all.

13. Teacher H was a very good teacher, but not quite up to Teacher A. Miss "H" appreciated your labor, but she was not a teacher you could go to with your troubles. Miss "H" would get down to business as soon as you entered the room. She did nothing but teach, teach, teach, and you did nothing but learn, learn, learn.

14. Teacher H is a born teacher. His attitude is strictly impersonal. He makes me work and teaches so effectively that one cannot help getting a lot out of the course. He makes the course interesting by giving examples—things that have happened in his (or some one's else) life.

15. Teacher H explained everything thoroughly. Nothing was left unexplained. No matter how much explaining it took, she gave it. She tried to make the class interesting and yet learn something. Projects were explained in many different ways. She always tried to keep away from work-

ing the problems for us. She always made us believe we could do any problem.

16. Teacher H made me learn more about a certain subject because he never swayed from the subject and was giving us a test almost every day. He made it so that I was interested in the subject because I knew it so thoroughly, and not in the teacher himself.

17. The teacher I shall call Teacher H was a Math teacher about 35 years of age. Many kids didn't like her, but I found her good points. She would do most anything for anybody. She was pleasant-natured, but meant business. She graded every student according to grades earned—that is not what every teacher does. Nobody knows better than a student—I wish every teacher was like this one. But she is now at rest and God bless her.

18. Teacher H is a good teacher. She is a lot like Teacher A. About the only way they differ is that Teacher H makes you get your lessons in. She is sure to put down every grade you receive and averages them to find out your grade and not guess. The reason probably is because her subject is harder to teach than Teacher A's.

19. The best teacher I have had was Teacher H. This teacher was firm in everything. When he said to do something, he meant to do it accurately and no mistakes. When a student did not know something, they had to look it up. I have learned more about all of my subjects from this one teacher than any other teacher I have had during my high-school years.

20. Teacher H differed from Teacher A and Z because she was very strict, had no favorites; when she said a thing she meant it and no matter who you were it was enforced. Was very pleasing both in and out of school. She put herself in your place and saw both sides of things.

21. Teacher H was not as friendly as Teacher A. She smiled about twice a week. I have learned very much from her. Her methods of teaching are interesting, although she did grade very strictly.

22. Teacher H was older than Teacher A but not so much in her way of treating the student except she was strict about silence and home work, where Teacher A was inclined to be lenient on that subject. Teacher H taught me more than either Teacher A or Z.

23. The teacher which I am referring to as Teacher H is an English teacher. When I entered her room, 3 years ago, I knew nothing of English. I had failed the term before. She gave me work on the side, tutored me, worked hard for me. I passed with a one. After reading a composition, she is able to tell just exactly what one needs. She also can hold her temper, but has no time for one who will not study.

24. Teacher H had a broader background, having spent years of study in Europe. She was teaching because she loved it, and was interested in each pupil. She never mentioned anything in the classroom which was not necessary and worth while.

25. Teacher H, the teacher that I think I learned the most from was rather strict, made you get your lessons or gave you a severe punishment. Even though she was strict, she had a certain way about her that made you like her and want to try and succeed in your work in her class.

26. The best teacher I have ever had always seemed to want you to learn, and she saw to it that you did. She made each lesson interesting, but very instructive. You wanted to learn, and you did. The tests were on materials that you had studied thoroughly, not something you were vague about. (She was very nearly the teacher I liked best.)

27. Teacher H is very much a Teacher A. She is much older than Teacher A. She wears a happy smile; is very strict in her classroom. She will go out of bounds to help a student, until she finds he is lazy, then she gives him a good lecturing. If that doesn't help, she takes the matter to the office and as a rule this student studies about an hour after school for a while.

28. Teacher H was the best teacher because she explained fully the subject. She would offer advice and was very likable. When she said something, she meant what she said. She was not spiteful like Teacher Z. She put more force in her teaching than Teacher A.

29. Teacher H just made one get down to business and turn in the required work. Teacher H and Teacher A were nearly the same, although I don't think I learned more from Teacher A than from Teacher H, as the one was interested in your work and you did it to please her if nothing else, while Teacher H made it clear to you that it was your own bad luck if you failed, and you got your work in, if for nothing else than spite.

30. Teacher H did not spend much time on outside projects, but went straight on with the lessons, yet always made sure everyone understood them.

31. Teacher A was just about as good as Teacher H, but this one keeps you down to business all the time. Although I have learned more about History and Civics from Teacher A than from anyone else, I think that this one is probably the best teacher.

32. Teacher H was a very good teacher in my estimation. He is liked about as well as Teacher A. It may have been that I was more interested in the subject that Teacher H taught, thus giving me the impression of a better teacher. I worked hard for "H."

33. Teacher H has practically the same characteristics as Teacher A. Of course they teach different subjects, which makes some difference. Teacher H knows and remembers so much which is handy in teaching civics. She is always reviewing past interesting incidents in history which sets them in our minds more firmly. She has a way of teaching that makes things "stick" better than other teachers.

34. Teacher H was more like Teacher A but if you did not have your lesson she would make you get it. If you said something back to her, she could say something to make you feel as cheap as could be. She always explained others' mistakes so that you could profit by them.

35. Teacher H was the best teacher I had because I really learned more in his class than in any other. He knew how to handle his class well and he requested the lessons according to our progress, not according to how other classes had progressed. He explained patiently whenever he was asked—and explained clearly enough for even the densest to understand.

36. This teacher made his subjects live. They were so vivid that they remained in your mind through his way of telling them. Teacher A also taught through illustration but she did not possess this man's gift of speech.

37. Teacher H was by far the best teacher to learn from. She talked clearly and made her topics very plain as well as interesting. The students were made to feel as much at home as possible while in her room. She punished them justly but was not severe. I think she was the kindest teacher in the school.

38. Teacher H made me feel the importance of the subject. She incited an interest through her odd little stories about the subject. When an assignment was given, she made it exact and there was absolutely no question about it.

39. The best teacher was my physics teacher, who seemed to make himself a student. He was jovial and it was a pleasure to do work for him, although it had to be done correctly always. He split hairs with us, but we were satisfied with him. There was very little difference between him and Teacher A. I think the type of course made it easier to learn more in physics.

40. Teacher H was neither a bore nor an ideal. "H" presented interesting material in a definite way, but was human so that it was not tiresome. Even the drills were interesting.

41. Teacher H was strict about the way projects were to be done. Teacher H forced the students to learn certain things by drilling them over and over. Gave enough work so, if a student completed half of it, he learned as much as he would if he were in another class and did the whole assignment.

42. The best teacher I've ever had was very much interested in all of the pupils and, if we were stuck on a problem, he didn't call on some one else to give the answer, but helped us along until we actually got the answer and so we knew how to work the problem.

43. Teacher H knew everything there was to know about the subject. He was fair, explained the subject to the class, and was always willing to help one.

44. The best teacher differed from Teacher A in that the former required and saw to it that everyone in his class that was capable of doing so came through with the work each day. He also made sure that the student understood everything we wrote and everything that the instructor said. His respect for the students was high and the students respected him and his work.

45. Teacher H was the best teacher because he seemed

to have the power to make you listen to him. When your attention would stray, he would quickly notice it and ask you a question. Lots of students never liked him, because of his grading. His grades were hard, but fair—when you got a good grade you deserved it. He possessed a thorough knowledge of what he wanted to put over.

46. Teacher H is in many ways like Teacher A. This teacher often loses his temper though and does and says things which leaves a feeling with the pupils and causes them to dislike him. In his classes everyone has to study to get through and when they get through they know their subject.

47. This teacher left the studying to the student. He made it a personal proposition that a pupil could make the best of his chance at school or throw it down. He also explained things in a way and gave little helps that would "make" anyone learn.

48. Teacher H was also a young woman with a striking personality. She taught the Art classes and did so very effectively. She was not the kind to sit and gossip about last Saturday night during class period. She gave helpful hints to the poor students instead of poor grades and letting it go at that. She was not cranky—yet she did not let the students "get the best of her."

49. Teacher H was the best teacher because even though he made some unnecessary remarks, and said things which were entirely unbecoming to a teacher. I liked him very much and he taught an interesting subject, and a subject which I liked. I got right down and worked, and liked it.

50. There really is not much difference between Teacher A and Teacher H. The only difference between them is that Teacher H taught me things more essential to life than Teacher A.

51. The best teacher, that is to say, the one who taught me the most effectively, was an algebra teacher. He seemed to be rather hard on us at first, but later we understood that he was trying to teach us the "how" and "why" of the subject. The first-year algebra teacher had just shown us plain algebra, never went in to tell us why such a thing was so and so and how it came to be so and so.

52. I learned quite a bit from Teacher A, but there was Teacher H who taught me more than any teacher. She is a very cranky teacher. This teacher H could make a very dumb person learn something.

53. Teacher H differs from the other two because, if you don't know a thing, she drills it into you until you do. She keeps steadily in front of her pupils some one who has made a success of that line of work, burning into your soul the desire to make a success, too.

54. Teacher H is keen in teaching boys and girls. I know that this teacher has taught me a great deal, not only the subject but other things. She is what you call a regular little busybody. She never has an idle minute to spare. When anybody wants anything done, they put it on her shoulders and it's done.

55. Teacher H was the best teacher. He might be hard in class and give hard assignments, but believe me you sure get a lot out of his subject. He has a clear head and can explain himself so clearly that you can't help but understand him.

56. Teacher H had to have an excuse and a good one for every late paper. Was a "hard grader," had no favorites, but if ever he caught any student cheating it was just too bad for that person. He would give any amount of his time outside of class to any student who needed his help.

His assignments were long and he expected you to be fully prepared to answer any questions he might ask.

57. Teacher H differed from Teacher A in that he was not at all sympathetic. He was not always ready to mix with a group. He was an altogether different type of person than Teacher A.

58. Teacher H was also pleasant. However, to her we were just pupils, but she made us learn what she gave us to learn. Next to Teacher A I liked her best.

59. Teacher H was the best teacher because she always made you get your lesson and understand the subject. She was good-humored as long as you had your lesson, but when you didn't—Oh, boy!

60. She hasn't as fine a personality as Teacher A, but she gets the work out of the students and puts the real stuff in your head.

61. Teacher H is the most intelligent teacher I've ever had. I like him, too, and he makes you learn more because he tells you things that he himself knows and doesn't get everything out of the textbook.

62. Teacher H is an excellent teacher. His knowledge excels that of anyone I know. He gets the most from his students and commands respect. Some may think they dislike him while in school because he insists on work and order, but they all come to realize that, after all, he is fine.

63. My best teacher differed from Teacher A, in that she was not as lenient. Teacher H was a woman who knew how to handle each individual student. She made herself likable without being too easy.

64. Teacher A could be called one of my best teachers, but not the best. Teacher H was my best teacher on account of her interest in her work and her way of teaching. If there

was something you didn't understand, she would explain it in so many ways that you just had to get it. Any clippings which she thought helpful were always brought to class by her.

65. Teacher H differed from Teacher A in that he was less youthful and more practical. Though he was not especially strict in the classroom, he was strict in the matter of lessons and grades.

66. Teacher H was a little more severe than "A" but she was almost like "A."

67. Teacher H and Teacher A are so nearly equal in my esteem that I only chose the latter in question because I am better acquainted with her. Teacher H has the same qualities that I like in Teacher A, but requires a slightly different method of study.

68. Teacher H was on the order of the old-fashioned type, her methods were compact and complete. She made sure you learned just about all she taught. Rigid tests made you very shaky. Teacher H was just modern enough to understand this generation of students.

69. I have now the best teacher I ever had. She makes work interesting, gives you enough work to keep you busy, tells you how to plan your work and gives you a system for studying.

70. This teacher tried to help all students. She had no favorites. She was the only teacher in the school that would keep a class. She had the respect of all her classes. Her manner of teaching was so that you couldn't help but learn. She taught the subject so that you would work hard for her.

71. Teacher H was between Miss "A" and Mr. "Z." She is very strict. That is the reason I like her, because with the qualities she has and strong points in her character she in my opinion has the highest ideals one can live up to.

72. The teacher who has taught me the best is the one I have at the present. He taught me everything I know on the subject. He is friendly to the students and does not act as if he thinks he is superior. He doesn't lose his temper, only very rarely, and then he has a good reason. He is fair in his judgment as far as I have been able to find out.

73. Teacher H seemed to have a way of just making you learn, whether or not you liked it. She was very strict and insistent upon work being done properly. I think that I have learned more from her than from any other teacher in high school. The subject that she taught was one that I did not like at all—but was compelled to take.

74. I think Teacher H is about the only teacher that can make you remember things. She pounds it into your head day in and day out, but by the time you are through with the subject you at least know something.

75. Teacher H had a great deal of knowledge about the subject she taught and had ways and means of imparting this knowledge almost without the pupil's knowing how it was done and he ended the year with a surprising (to him) amount of knowledge about the subject. Did not object to different opinions being presented, in fact encouraged them. Pupils had to work in her classes, and did.

76. I consider Teacher H the best teacher I have ever had in high school because she drilled and worked with her class until it understood as thoroughly as she could make it, the subject she taught. She was always very kind about helping a student outside of class, and she always warned a student if he was failing in the subject. I really feel I learned more in her class than any other class in high school.

77. There is another teacher whom I think very good and I really like. She knows her subject and makes it very interesting. I have only had her for a short time but I like

the attitude she takes towards her students and her subject. There is so much talk of students showing respect to their teachers but some teachers do not show respect at all for their students but Teacher H does and therefore she gets plenty of respect in return.

78. Teacher H was the best teacher I ever had because she was strict, but she taught me something. She was very thorough in her teaching but I think she was partial. If she didn't like you, she had no use for you at all.

79. Teacher H was very strict about everything. "H" always demanded that her work be handed in in such a form as to make the student cultivate the habit of being neat as well as punctual. If one did not know how to study correctly, "H" helped one until he did. Everything was put clearly and simply and there was never a question in my mind as to what the lesson was about. "H" gave very comprehensive examinations which made me study very hard. "H" was also very agreeable, though strict.

80. Teacher H taught me best because she seems to make her point clear. She doesn't assign too much for us to do, but just enough to keep us busy. She looks at the bright side of life and this keeps us in good spirits, too.

81. Teacher H was the best teacher I had in high school. She would give assignments and explain them. She made the course interesting by having a variety of topics. In studying stories she would read over assignments in class and have class discussions.

82. Teacher H explained things. With her you had to learn or stay until you did. She was willing to help you and suggested books you might read to help you.

83. This teacher is rather severe in regard to handing in your work, and marks your papers severely. However, this

teacher is ready to joke and talk with you. As long as you hand in your work, this teacher is all right.

84. I have another teacher, Teacher H, who differs slightly from Teacher A, but who is equally fine. She is a little bit more dignified; her class, too, is in perfect order; and the amount of material she manages to teach is amazing. Teacher A and Teacher H are not very much different in character and they are equally fine teachers.

85. 1. He required lessons. 2. He always gave a full explanation. 3. He was extremely courteous. 4. He always was cheerful and always started the class out with a joke or something to cause good feeling.

86. Teacher H put everything he had into entertaining the students in his classes with the subject. He made them like it. He banished their complexes, made them feel the necessity as well as the possibility of learning. His method was natural. He not only made scholars out of his students, but friends also.

87. The best teacher is the one who makes you work whether you want to or not. At the end of the semester I felt as though I had learned more in that one class than in all the others put together.

88. Although Teacher A was a good deal better than Teacher Z, "H" taught me more because she judged all her students as being equal, and graded them according to their own work and how much they accomplished in one month. At times she would become cross, but it was for our own good and as I think back I believe that a student can learn more from a strict teacher, if she isn't too strict.

89. Teacher H is quite different from Teacher A. I think that I like Teacher H about as well as Teacher A. Miss "H" is an English teacher, and how glad I am that I

had her for English, because it was certainly a subject that I needed to have a good teacher for. I have always liked English, but only under the supervision of certain teachers. Teacher H had such an effective way of teaching that you couldn't help but learn. Teacher H was not quite as "chummy" with the students as Teacher A, but I certainly learned my English from her.

90. Teacher H made sure everyone in the class understood what she was trying to put over. Everyone had to have his lessons or it was just too bad. She was always willing to help you in any way you liked. Teacher A had all these qualities but not quite so strong. I'm sure I learned more in that class than in any other of its kind I have ever taken. The schools would be much better if we had more of Teacher H's than they have now.

91. Miss "H" would always have work first and play after. She meant what she said and you did what she told you to do but everyone liked her just the same.

92. The best teacher I ever had taught her lesson perfectly. She would not leave a subject until every pupil thoroughly understood it. At any time, after school, she would listen and explain the pupil's misunderstandings. Although I don't know why, we all had perfect faith in what she said.

93. Teacher H was somewhat the same sort of teacher that Teacher A was. Teacher H was older, had more experience in teaching, and taught in a school where the pupils were younger. This teacher was much more strict about assigned lessons. She put heavier demands upon the pupils, although the lessons were not overtaxing. Teacher H was fair and square and gave exactly the grades the pupils deserved, no more, no less.

94. Teacher H, I believe, did teach me more than Teacher A, because I liked her subject better than Teacher

A's and was more eager to learn. Teacher H is a very thorough teacher in everything she does, and the pupils in her class are treated equally and called on equally and there hasn't been a time that I know of that she hasn't given a low pupil the benefit of a doubt, but is a very fair marker. I like her almost as well as I do Teacher A.

95. Teacher H didn't differ very much from "A." Although Teacher H was strict, she was liked by all and everyone respected her. The main difference from "H" and "A" was that "H" knew more about the subject she was teaching.

96. Teacher H differed from Teacher A in that she was more serious on the subject she was teaching. Although I learned a lot from Teacher A, I think that I learned more from Teacher H.

97. Teacher H differed from Teacher A in that she was stricter. She kept the attention of everyone and simply pounded things into your head. She was a very good teacher. I liked her nearly as well as Teacher A.

98. Teacher H was the one I considered my best teacher. Although she was very formal, she knew the subject which she was teaching from top to bottom, which very few teachers do. She always put the lesson over in a way which no other teacher does and in a way which you can get something out of it.

99. This teacher was sort of an old lady, but you could not help learning something in her classes. I can say this much for her, I am failing in her class now, but have learned more from her than I have from the two previous teachers.

100. This teacher was the kind who has a dominant character which seemed that she was forcing you to work. I did not like the subject or the teacher, and yet her methods of teaching were the kind that you had to get something out of. She always maintained order, an order which restricted you

from talking to your neighbor at all, consequently her class was dreaded by all.

101. Teacher H was a very learned teacher. She has a family and seems to treat her students more like they were her own children. She has a way of putting things over in a way in which everyone in the class seems to grasp the significance of her meaning. She makes sure that everyone in the class has completed the last work before she takes up any new work. She has few failures.

102. Teacher H was older than Teacher A and much more severe; her class was not so interesting as Mrs. "A." Mrs. "A" had been married. Miss "H" had not; maybe that had something to do with it.

103. Teacher H was one who could see the funny side of life also, but he didn't show it as much as Teacher A. He required a lot of hard study, and he usually got it, too, because the students knew they would have to do it or "flunk." He treated his whole class as one and was as fair to one as to another. He had certain set rules that were not to be broken, and if they were broken, the students knew and understood the consequences.

104. Teacher H was also a pleasant person to study under, but was one under whom you took no liberties. I believe my opinion that this teacher was my best is based almost entirely upon the fact that the majority of us were afraid of her.

105. Teacher H was serious and made the student know at the first of the year that the subject was important. It was understood some things would be tolerated and others not. The lessons were interesting, and one felt that the teacher was the power behind the subject, who was teaching them all she could put over and that they must grasp it.

106. Teacher H was a teacher who had his Doctor's

degree. He taught trigonometry, college algebra and other mathematics. When you came into his class you got his attention if you needed it, and you were treated in respect to your attitude toward his class and not conditions which you lived under. He offered advices to you if in need. He seemed to take an interest in students.

107. Teacher H was very much like Teacher A in dress and personality, but the method she used for presenting the lesson was different. I was more afraid of Miss "H" than Teacher A because she was a little too critical and sarcastic.

108. The teacher that taught me the most differed very much from Teacher A. She never thought much of the funny side of life but more of the practical side. If a person went to her class unprepared once, they never went unprepared again, because she always embarrassed them until they were almost ashamed to go back to class, therefore everyone got their lesson on time and really learned something, too.

109. Teacher H was very good throughout the year. She was like Teacher A in many ways. All the boys said not to get her for my teacher, but to get another. I got Teacher H and never regretted it. Teacher A knew much about his subject, but Teacher H knew much about everything and would try to show us what we didn't know. I liked this teacher best because of the way she taught the classes she had.

110. Miss "H" really taught most effectively, because she pounded it in you or perhaps it was because I was so afraid of her, and studied so hard that I probably learned more. My parents have always said since, that they were glad I had Miss "H," because I learned so much. I really wouldn't take anything for that one year, neither would I want it over again.

111. Teacher H differed in that she was brusque, strict,

and forceful and, although she had these traits, pupils either respected or abhorred her. She was by far the best teacher I had because I learned more in the one year I had her than in the following two years, when I had the same subject but different teachers.

112. Teacher H differed from Teacher A in that he was more strict. We were not allowed to fool in his class, but he was not what we call mean. He gave us a considerable amount of home work. He taught me more than other teachers because he put problems clearly before you and he also had a way of explaining statements and problems clearly.

113. Teacher H isn't quite so cheerful and lenient as Teacher A but she makes you learn, helping you every way she can. She gets more angry at you when you miss an assignment and therefore compels you to work twice as hard so as to regain the lost work. In the end, however, you learn more from her and also come to like her almost as much as "A."

114. Teacher H was a better teacher than Teacher A because she was stricter, explained the problem more clearly, encouraged the students, and gave fair marks. She was quieter and more reserved than Teacher A but was a better teacher.

115. Her subject was different—that is, "H's" subject was more beneficial. "H" had the power to talk in such a way as to inspire the pupil. Her everyday questions required originality on the part of the student. One felt a little in awe in "H's" presence. She was an elderly lady. She was more experienced and was widely read.

116. Teacher H differs from Teacher A in the method of teaching. Teacher A, who was always willing to explain, did not have the same knowledge as Teacher H had.

Teacher H could demonstrate by giving you examples of the question when Teacher A could only try to tell you in words which did not seem to have the clearest meaning.

117. Teacher H encouraged personal views of the students, which after all is the main purpose of schooling. Teacher A does this to a certain extent but in the end pushes her own point of view upon the students. Teacher H seemed to get the best results of any teacher I ever had.

118. Teacher H was a combination of a good teacher and a good friend. No subject was left until, as far as she could tell, it was understood by all of the class. She was patient with those who didn't understand and firm with those who wouldn't try. And always she was fair in grading. The students received just what they earned.

119. Teacher H seemed to teach more thoroughly than "A." "H" gave more ideas for one to think about. She dealt with the ethical side of life more than "A." Maybe she didn't cover so much ground in a year, but covered what she did cover more thoroughly.

120. Teacher H differed from Teacher A in that she was a regular old slave driver. If you signed up for her class, you either worked or were caused some embarrassment from being unable to compete with the other students. I do thank her for what she taught me—she taught me to work.

121. Teacher H was not my friend, but I did not dislike her. She did not use sarcasm in her classes; she had no favorites. She taught her subject efficiently and reasonably. Her manner was straightforward but never confidential. She was an efficient teacher, or, what amounts to the same thing, a good machine.

CHAPTER VII

A COMPOSITE PICTURE OF "TEACHER H"

"TEACHER H," the one who in the opinion of approximately twenty per cent of the seniors taught them most effectively, is clearly differentiated from "Teacher A" and "Teacher Z." "Teacher H," significant in number and distinctive in character, commands our respect and attention. The composite picture of "Teacher H" as drawn from the students' statements, in which they seek to show just how their best teacher differed from "Teacher A," is one of contrast. "Teacher H" is described in Table III, the tabulation of 763 reports.

TABLE III

DIFFERENCES BETWEEN "TEACHER H" AND "TEACHER A," ARRANGED IN ORDER OF FREQUENCY, AS REPORTED BY 763 HIGH-SCHOOL SENIORS

"TEACHER H" DIFFERED FROM "TEACHER A" AS FOLLOWS:	FREQUENCY OF MENTION	RANK
More exacting in standards of work, stricter in marking, "we learned more"	267	1
Better at explaining lessons and assignments, work is better planned	155	2
Knows the subject better and can "put it over" better	95	3
Stricter, more rigid discipline	85	4
Makes the work more interesting	46	5
Is less friendly	39	6

TABLE III—*Continued*

"TEACHER H" DIFFERED FROM "TEACHER A" AS FOLLOWS:	FREQUENCY OF MENTION	RANK
More serious, more businesslike, keeps closer to the subject, more conscientious	38	7
Less understanding of pupils, less interested in pupils	13	8
More sarcastic	12	9
Less attractive	10	10
More cross and crabby	10	11
More aloof	6	12

As one contemplates this composite picture of "Teacher H" he is again impressed with the keen, searching character analysis of these youngsters. One is also compelled to recognize and regard the high standards they set for us. They again command our respect, admiration, and confidence. We can therefore profit immeasurably by the criticism.

While "Teacher A" in four cases out of five enjoys the double distinction of being both "best liked" and the "best teacher," every "A" teacher can well afford to study with an open, receptive mind this picture of "Teacher H"; and every "H" teacher should tirelessly and relentlessly search the picture of "Teacher A" for points of difference that might be changed without loss of effectiveness as a teacher and with gain in understanding and general likableness.

In general, "Teacher H" is "Teacher A" with most of those generally attractive, likable human qualities of friendliness, good cheer, companionship, and understanding left out. This difference is illustrated by the following quotations:

"This teacher differed from Teacher A in only one way. She lacked personality; but, unlike 'Z,' she tried to cultivate

one. She tried very hard to be as kind as she could and, although it was very difficult, she at least tried."

"He made a ferocious first impression, but afterwards we just regarded him as a 'machine' to teach us."

"Teacher H did not have Teacher A's personality. Teacher H gets cranky and Teacher A does not. . . . Teacher H does not make friends with students."

"Teacher H hasn't much to do with students personally because he is too busy."

"He is much like Teacher A except I do not personally like him so well because he has a "know-it-all" personality. He really does practically know it all."

"Teacher H was all business . . . played fair with you and expected same in return."

"The best teacher I had was always very serious and never spoke to you out of class or was not interested in you in any way except for the replies you made in class."

"Teacher H was a very good teacher, but not quite up to Teacher A. Miss 'H' appreciated your labor, but she was not a teacher you could go to with your troubles. Miss 'H' would get down to business as soon as you entered the room. She did nothing but teach, teach, teach, and you did nothing but learn, learn, learn."

"Teacher H was not my friend, but I did not dislike her. She did not use sarcasm in her classes; she had no favorites. She taught her subject efficiently and reasonably. Her manner was straightforward but never confidential. She was an efficient teacher, or, what amounts to the same thing, a good machine."

The last statement quoted is a remarkable characterization of "Teacher H." It comes very close to being an all-inclusive composite of the descriptions written. The frequent reference to Teacher H as a "teaching machine" or a

"good machine" should serve to challenge the thinking of some of these "machines"—to raise the question of whether or not a mechanical job of teaching a subject, however good, is, after all, the highest type of teaching. It may, in pile-driver fashion, "pound knowledge into the heads" of youngsters. But is that all that the best teaching should do? May there not be values vastly greater and ever so much more useful and lasting? Stress has already been laid on the fact that "Teacher A" might well study the composite picture of "Teacher H" for valuable suggestions. Even greater emphasis should be laid on the fact that "Teacher H," with searching self-analysis of her mechanical parts, practices, and procedures, might well study the composite picture of "Teacher A." "Teacher A" and "Teacher H" have all to gain and nothing to lose, each by emulating the high ranking qualities and characteristics of the other. They are both complimentary and compatible. Mutual assimilation will be to the advantage of both and much will be added to the advancement of teaching. One senior has paid a priceless tribute to his two teachers "A" and "H." It irrefutably sustains the position taken here that both may and should be one and the same. The tribute is:

"I've had 'easy' teachers and 'hard-on-you' teachers, but there are only two that have ever made me study—'A' and 'H.' Somehow they seemed to take an interest in you individually, but not personally. They enjoyed life and sympathized with you when everything wasn't right. They didn't give you the idea of being a prisoner behind those awful school windows but made you think school was the most wonderful place of all."

CHAPTER VIII

IMPLICATIONS AND APPLICATIONS

THE opening prayer from Robert Burns,

> "O wad some Power the giftie gie us,
> To see oursels as ithers see us!"

has been answered. Ten thousand of our seniors passing outward through the portals of our schools have paused to give a parting message to the teachers they have known, loved, admired, respected, or hated, as the case may be, that teaching may be made better. It is their memorial to succeeding classes. From the very bottom of their hearts and the depths of their experience they have told us earnestly, courageously, fearlessly, and in unmistakable terms what no one else could or would tell us. Shall it be in vain? Shall we read and smile, laugh or snarl, according as their unerring brush deftly paints for us our true likeness—"A," "Z," or "H"—and do no more? Or shall we study each picture, earnestly seeking to discover ourselves and to detect and identify each trait and character that is ours, whether it be in "A," in "Z," or in "H"? Having thus honestly found our likeness, shall we rise to meet whatever the challenge may be or shall we turn the picture to the wall and go our usual way?

In the light of the evidence presented, the verdict of any fair-minded judge or jury would be that there is no place in any school for a "Z" teacher. The teacher of most

worth, the teacher who is exercising the greatest influence for good in the lives of our young people, is "Teacher A"; nor is "Teacher H" to be denied due recognition. But there is no place in any school, anywhere, any time, for an unregenerated "Teacher Z."

In the opening chapter, certain pertinent questions were raised, some of which were left unanswered at the time. The questions were: Of what value are students' opinions of teachers and teaching? Should their likes and dislikes be taken into account seriously in the training, selection, and retention of teachers? Should teachers themselves seek to know what qualities and characteristics cause students to place them in the "A," "Z," or "H" classification? In other words: (1) Are high-school seniors mature enough to think straight, weigh values, and arrive at reliable and significant conclusions? (2) Will the standards against which they judge teachers now be the same as, lower than, or higher than the standards they would choose to apply a few years hence?

We are now in a position to answer these questions without fear of challenge or contradiction. No fair-minded, impartial adult, however mature, however much he may value his maturity, can honestly say that high-school seniors are not mature enough to think straight on the question of teachers and teaching or that they cannot weigh values and arrive at reliable and significant conclusions on the issues involved. Ten thousand seniors bear witness to the contrary.

To the second question the most obvious answer is that, if they do raise their standards above those they have already set for us, the whole teaching profession will be in a hopeless condition. The best that is in the best of us does not exceed what they expect of us now; so let us hope, in self-

defense, that they will not expect more of us a few years hence.

As we have read, as we have laughed or wept, as we have thrilled or shuddered, as we have gasped or groaned at the vivid word portrayal of great or gruesome teachers; as we have studied the composite picture of ourselves, one life-saving fact must have been driven home. To that fact hope hangs even for the worst of us. It is the fact that every trait, quality, ability, and characteristic of any importance in the composite picture of "Teacher A," and similarly every trait, quality, and characteristic of "Teacher Z," are within our own individual control. They are within our control now. We do not have to live our lives over; we do not have to be reëducated to meet their standards. All that is necessary is an honest, critical self-analysis of our teaching, a faithful facing of the facts of our behavior, and a relentless determination to correct our errors and mend our ways. In addition to this life-saving fact, to which hope hangs for all, a further word of encouragement may be offered. No mortal teacher can be in full possession of all of the traits and characteristics of the composite "Teacher A" all the time; nor can any teacher, be he a devil incarnate, possess all the characteristics of "Teacher Z" all the time. It is therefore a matter of degree—frequency, intensity, and duration. There are "Z" traits in the best of us and "A" traits in the worst of us; thus we may all profit through self-analysis and self-rating on the "A," "Z," and "H" scales for teachers and teaching.

It is unnecessary to go into detail as to how we may profit from such self-analysis. The scales are before us in Tables I, II, and III, and the qualities listed there are elaborated, defined, and explained in the individual statements reproduced. All the high ranking, heavily weighted reasons given

in the tables are subject to our control or mastery, and the same may be said of practically every item listed. If nature has not favored us with good looks, there is some comfort in the fact that our students list twenty-nine reasons for liking a teacher ahead of "personally attractive," and that twenty-seven factors are more potent in dislike than "personally unattractive." However, students do expect the best we have in this respect, for one student, it will be remembered, says of "Teacher Z," "She was unnecessarily homely." That is exceedingly kind, but none the less potent.

Even the relentless march of time and consequent old age, in so far as it enters into our being liked or disliked by our students, is subject to our control. It is not the number of winters that have grayed our temples or furrowed our faces that count with youth; but, rather, it is whether we have allowed those winters to cool our ardor, to freeze our nature, and to scar and glaciate our dispositions. One boy chose for his "Teacher A" a man over sixty and concluded his praise of that teacher, as we know, by saying, "He was the kind of a man who could deliver the message to Garcia."